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ABSTRACT

A compilation of lessons on Japanese history and cultural and contemporary issues is divided into sections for middle schools and high schools. A total of four lessons and a board game are contained in section one, lessons for middle schools. Lessons focus on Japanese schools; Japanese houses, past and present; and economic interdependence. "Shogun," a board game similar to "Trivial Pursuit," provides drill and practice on Japanese history. Four lessons for high school involve students in reading charts and graphs, understanding international trade, comparing Japanese and American technology, and recognizing worldwide oil dependence. A final section lists suggested readings and materials and resources available at organizations in Texas. (LP)

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TEACHING ABOUT JAPAN

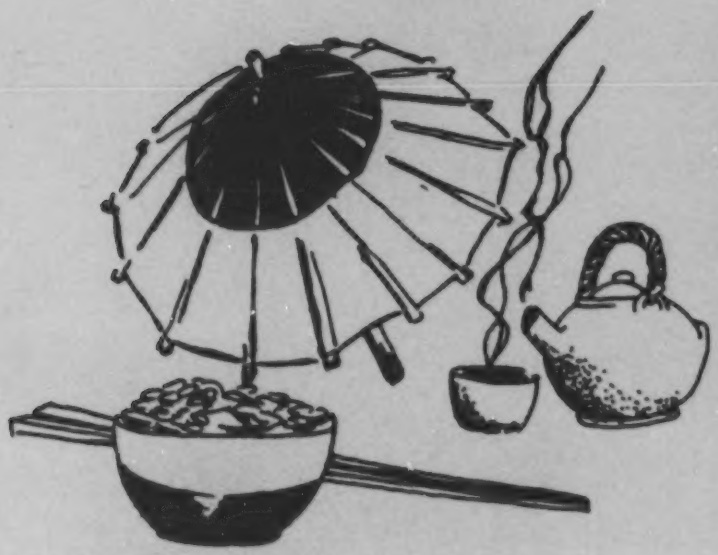
ACTIVITIES FOR TEACHING

ABOUT

JAPAN

by

Jean Lantz and Caroline Penn



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ACTIVITIES FOR TEACHING

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Harris County Department of Education

1984

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BACKGROUND AND ACKNOWLEDGEMENTS

Background:

Through membership in the National Council for the Social Studies, Jean Lantz and Caroline Penn were able to spend nineteen days in Japan as guests of the Japan Foundation in October, 1983. Prior to the trip, a short questionnaire was administered to three sixth grade and three ninth grade world history classes in Houston area schools. The lessons and activities in this booklet are designed to help accomplish objectives from the Texas descriptors of Essential Elements for Social Studies for Grade Six and World History.

Acknowledgements:

There are many individuals and groups who made valuable contributions to the development of our interest in Japan and consequently to these lessons and activities. First, we extend our thanks to Louis Grigar, David Depew, Leo Gallegos, Richard Loftin, Pat Farley, Elizabeth Battle, and Pat Hopkins for their letters of support prior to the trip and for arranging our visits to Houston area schools. We are also grateful to Taizan Araki, Consul-General, and Hiroshi Manabe of the Japanese Consulate in Houston for their personal hospitality and for the many excellent materials made available to teachers. We are also grateful to Charles Von Lowenfeld for his role in helping to arrange this opportunity for National Council for the Social Studies members. We are also grateful to Sister Margaret Nagy for helping us better understand Japanese history.

Special gratitude is extended to our new friends in Japan. We are grateful to Eiichi Hamnishi and Yukio Tsuji of the Japan Foundation for their friendly and efficient travel and tour arrangements while we were in Japan. We are grateful to the many school children, teachers, and administrators who opened their schools, minds, and hearts to us. We extend especially warm thanks to our respective "home families" in Miyazaki prefecture on the island of Kyushu: the Tamari family who hosted Jean and the Fukumoto family who hosted Caroline. Both families treated us as truly "family" and provided us with our most memorable experiences.

Finally, we are grateful to all the people of Japan for recognizing the importance of cultural interchange by supporting the Japan Foundation. As stated in a Japan Foundation bulletin:

> "For the first time in history, the peoples of the five continents of the world have become aware of the absolute need for cooperation to help each other live in peace and harmony. There are now over four billion people on this Earth. We live in 160 different countries, with different customs, histories, traditions, and cultures. If we are to get along amicably with people of different backgrounds, it is essential that we respect each other's cultures and strive to understand them. As a member of the global society, Japan needs to have others understand her culture and to strive at the same time to understand the cultures of other countries. It is the Japan Foundation's role to act as an intermediary in these endeavors."

About the Authors:

Jean Lantz, Ed.D., is a Professor in the School of Education at the University of St. Thomas. She formerly taught social studies in the Spring Branch district, Houston, Texas.

Caroline Penn, M.Ed., is a consultant in the Staff Development division of the Harris County Department of Education. She formerly taught social studies and was Secondary Social Studies Coordinator in the Spring Branch district, Houston, Texas.

OBJECTIVES

The lessons and activities are designed to help accomplish the following objectives excerpted from the Texas Education Agency list of Essential Elements for Social Studies, K-12, 1983:

Knowledge Objectives (from 6th Grade Descriptors)

1. compare basic values of American societies with those of other societies
2. explain and give examples of interdependence among nations
3. identify basic institutions common to all cultures
4. make and interpret time lines
5. compare and contrast opposing viewpoints

Knowledge Objectives (from World History High School Descriptors)

1. trace the development of national unity in Japan
2. analyze the impact of worldwide economic interdependence on the world today
3. trace the achievements in and impact of 20th century science and technology

Attitude, Value and Skills Objectives (from 7-12 Descriptors)

1. respect beliefs of other individuals, groups, and cultures
2. recognize how societal values affect individual beliefs and attitudes
3. analyze information
4. synthesize information
5. use problem-solving skills
6. draw inferences

SCHOOLS IN JAPAN

Objectives:

1. To have students compare basic values and institutions of Japan with those of the U.S.

2. To have students use their observation skills to draw conclusions.

Materials:

Pictures of Japanese classrooms

Reading on Japanese education

Japanese class schedule

Anticipatory Set:

Write this quote from The Japan of Today 1982 on the chalkboard:

"A central concept in Japanese education today is to produce self-reliant citizens of a peaceful and democratic state and community with respect for human rights and a love for truth and peace."

Think about - what seems to be of value to the Japanese?

Which of these same ideas are important to us in the U.S.?

Procedures:

1. Place the students in groups of 3 or 4 and give each group a set of pictures showing classrooms in Japan.

2. Have the student observe the pictures very carefully and then make a list of the things they see that tell them something about school life in Japan.

3. Distribute the class schedule - What are some of the courses the Japanese take? What similarities and differences do you notice between your schedule and the Japanese?

4. Distribute the reading Education in Japan. How does this compare with your conclusions regarding Japanese education?

   Based on everything you have talked about, what conclusions can you draw about education in Japan? Include a statement about things the Japanese value.

国
点

CLASS SCHEDULE

(Mr. Ando's second daughter)

social study

Elementary School (6 grade)

	月 mon	火 Tues	水 Wed	木 Thurs	金 Fri	土 Sat
1	国語 Lang.	国語 Lang.	国語 Lang	習字 Calligraphy	図工 Art	理科 Scienc
2	体育 Gym	理科 Science	算数 math	国語 Lang.	図工 Art	算数 math
3	音楽 music	社会 S.S.	社会 S.S.	音楽 music	図工 art	道徳 moral
4	社会 S.S.	算数 math	理科 Science	国語 Lang.	国語 Lang.	国語 Lang.
lunch time						
5	算数 Math	国語 Lang		家庭 Homeeky	社会 S.S.	
6	国語 Lang.	クラブ club		図工 art	委員会 Committee	

JAPANESE EDUCATION

The educational system is divided into five stages: kindergarten (one to three years), elementary school (six years), lower secondary school (three years), upper secondary school (three years), and university (normally four years). In addition, junior colleges, with courses of two years, are recognized, and many universities provide postgraduate courses for advanced studies.

Education is compulsory for nine years and is provided free for all children between the ages of six and fifteen at all elementary and lower secondary public schools.

Today, 99.98 per cent of the children between these ages are enrolled in schools.

from The Japan of Today 1982

Education is not to be measured merely in terms of years. The intensity of the educational experience counts too, and here Japanese education on average rates well above the American, except at the university level. The school day is longer, the school week is five and a half days, and the school year is broken only by a short summer vacation of a little over a month in late July and August, a New Year's holiday, and a break before the start of the school year at the beginning of April. Discipline within schools is firm, and the children devote prodigious efforts to their studies. In addition, they are assigned daily homework from the first grade on. About a third of the age group is sent by its parents to kindergarten to get a running start at the educational process, and huge numbers of children at every level receive outside tutoring or attend private after-class academies for further drill and instruction. Japanese, in their keen desire to get the best possible education, classify schools in their own minds in accordance with the record of their graduates at subsequent levels of education, but Japanese schools actually achieve remarkably uniform levels of excellence, with few of the great discrepancies in quality that are common in the United States between city, rural, and suburban schools.

Reischauer, The Japanese

JAPANESE HOMES - THEN AND NOW

Objectives:

1. To use primary source materials to make comparisons.
2. To promote the respect of beliefs of other individuals, groups, and cultures.

Materials Needed:

Personal accounts of life in three Japanese homes.

Pictures depicting home life in Japan

Anticipatory Activity:

Look at the pictures of Japanese homes life - what questions do these pictures bring to mind? Jot down 3 or 4.

Procedures:

1. Distribute Reading I, Visit in Japanese Teacher's Home (1970's). After students read this, pose some of the following questions:
   * The last paragraph describes one of the roles of the mother. How does this compare to the role your mother plays?
   * What differences do you notice in their food?
   * What other things surprised you about this family?
2. Distribute the reading Home Visit (Penn) and The Tamari Home (Lantz).

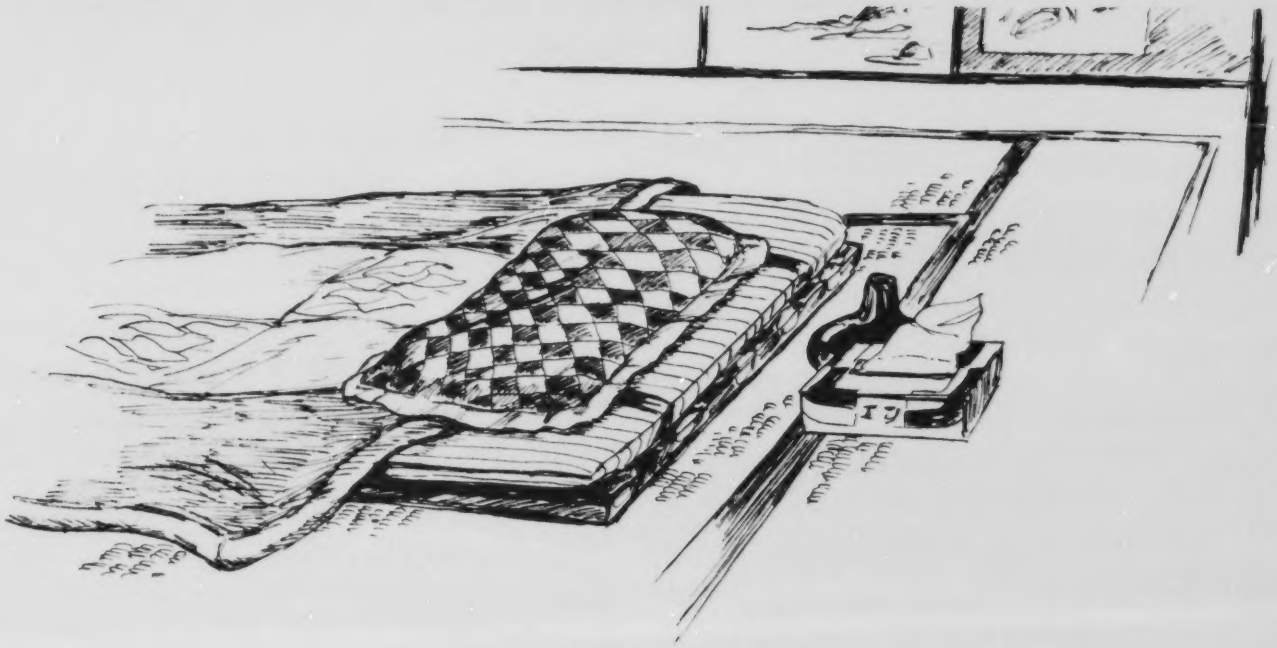
   What additional ideas did you learn about home and family life?
3. Encourage students to share some of the questions they wrote at the beginning of the class.
   * Which of these have been answered?
   * How can you find answers to the unanswered questions?
4. Distribute reading II - Visit in Japanese Teacher's Homes (1970's). After students read this, begin to question -
   * How was this home described? What similarities did you find between their homes and yours?
   * What examples did you see of traditional Japanese life and modern Japanese life?

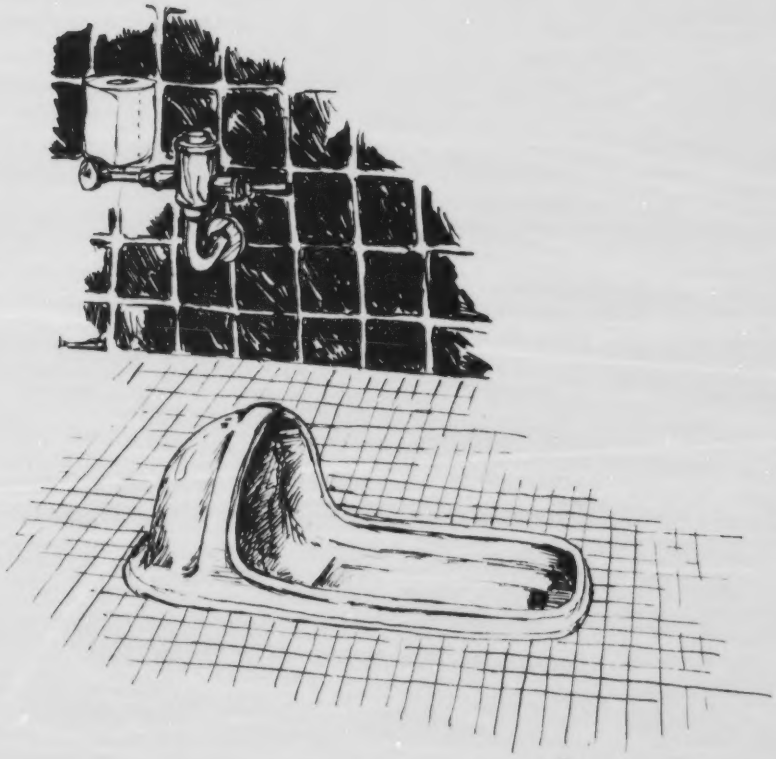
* What things surprised you about this home and family?

* Would you think this is an accurate picture of life in some Japanese homes today? Why or why not?

(See teacher information sheet)

5. Based on these accounts, what would you say the Japanese believe about home and family life? How do these ideas compare to your beliefs about home and family life here?





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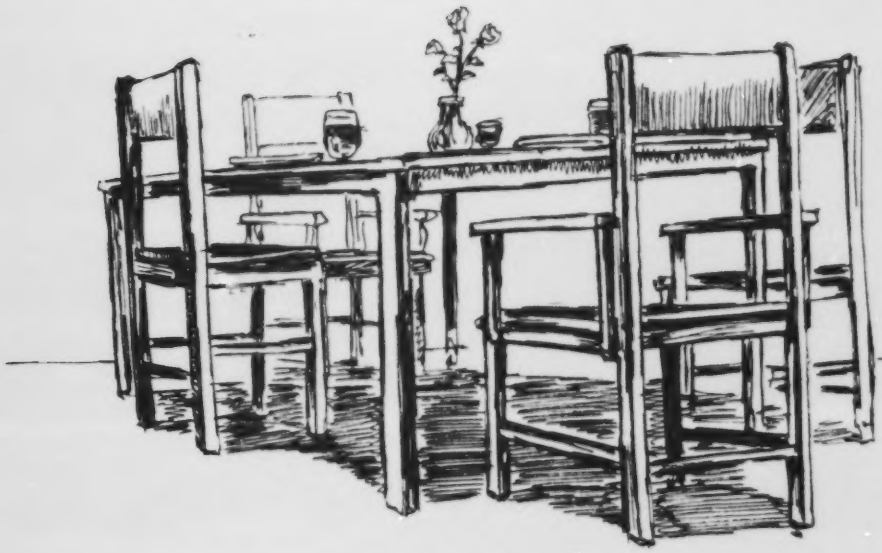

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VISIT IN JAPANESE TEACHERS' HOMES (1970's)

I

Niigata, Japan, Honshu Island, N.W. Coast on Sea of Japan

I spent two days with a male teacher of English (in a Vocational High School) and his family:

Family: Wife, who worked as a seamstress in home spoke no English, 2 elementary school daughters (pretty, bright, excellent manners). Traditional family with husband complete head of household.

They lived in a new residential area outside the city, set in the middle of rice fields. The street to the house was one lane gravel road. Yard about 60' x 80' (considered large) and every inch of it planted in food garden. House: frame, steel windows with glass, sheet metal roof, one story. No central sewer system - toilet was like Porta-Can only inside the house. It was cleaned out three times a week by truck (contracted service) with human wastes being processed and used as fertilizer. House consisted of living/dining area (traditional) guest bedroom/study (with husband's desk and books) 2 bedrooms, toilet room, bath.

The family did not own a car - there was a surburban train stop within two blocks of the house. I was met at train station when I arrived in Niigata and taken to house by taxi. After that we rode train to and from school, along with many students (jr. high and sr. high) traveling in to various schools within the city.

Meals:

Breakfast: strawberries with cream, green salad and tomatoes (all fresh-picked that morning from garden), missou soup (broth and soybean curd) and rice, tea.

Lunch: Raw fish/rice rolls, tea, fruit (brought in and eaten in teachers lounge where all teachers who spoke any English came by to join us.

Evening: Same as breakfast, with addition of fresh steamed vegetables and small amounts of fish - all garden and ocean fresh!

Wife served meals to husband and me. She and children ate in kitchen at another time. After dinner, man and I talked, all of us retired early — I was invited to read as long as I liked. Meals all eaten seated on floor, traditional style. I was invited to "sit comfortably" but wife always sat Japanese style. Man took me on a sightseeing bus tour of nearby mountains and famous shrines near Niigata on Sunday (his family did not go).

Kathryn Thompson
Director, Learning Media Services
Spring Branch Independent School District

Home Visit - Japan, 1983

Mrs. Fukumoto met us at the door of her home in Miyazaki. She bowed and dropped to her knees, lowering her face to the floor. I stepped up the one step into the house, removed my shoes, and put on the slides used for hardwood floors. Before we entered the six tatami mat living room, we took off the slides.

There was no furniture in the living room other than a Sony television and a stadium seat. On one wall was the tokonoma - an inset area with a vase and flowers, a Japanese doll, and a scroll. The dining room contained a low table surrounded by cushions.

I was invited to enjoy a relaxing bath before dinner. The bath room contained a large tub filled with hot water and kept covered with a hard plastic cover when not in use. The tub was kept hot for each member of the family. After all family members have showered and soaked, the water is let out. Since I was a guest, I was offered the honor of the first soak.

Following my bath, I dressed for dinner. Although there were three male guests, no females joined us for dinner. Mrs. Fukumoto served the drinks and food but then disappeared. She served a tray of sashimi - a large uncooked fish sliced into bite-size pieces, and another tray of mixed treats such as oysters, pickled rice balls, squid, lobster, shrimp, pickled radishes, and seaweed. Later, Mrs. Fukumoto brought soup and rice. We consumed this all with chopsticks.

Caroline Penn
Harris County Department of Education

The Tamari Home in Miyakonojyo
(about 40 miles inland toward mountains in Miyazaki prefecture, Kyushu)
October, 1983

When we arrived that afternoon, Mr. Tamari and I removed our shoes and sat on pillows in the living room to drink green tea. Mrs. Tamari was in and out. I offered my gifts and admired their tokonoma. After we visited awhile, I was invited to take a bath. As briefed, I argued that Mr. Tamari should be first but they insisted that I should be first because I was the guest. The toilet room was completely separate from the bathing room. Mrs. Tamari demonstrated how I was to wash with a small shower hose outside the tub before entering the tub to relax. The very warm water in the tub is used by the whole family solely for soaking and relaxing. Both Mr. and Mrs. Tamari warned me not to drain the tub after using!

After my bath, two women appeared to help me into a brand new navy and white cotton yukata kimono held together by a yellow sash called an obi. There was much discussion about how the obi should be tied until Mrs. Tamari appeared to teach the two young female guests the proper technique. (Later, during dinner, I noticed that I was the only person in a kimono — all others were in typical Western dress!)

There were ten of us for dinner. Mr. Tamari had invited five other guests plus his own family of four. We all sat on cushions around two low tables arranged into one long one. Mrs. Tamari and the children sat at one end while Mr. Tamari's principal was given the most honored place at the other end. The meal itself lasted several hours. We had sashimi (sliced raw fish) then sushi (rice wrapped in seaweed). The highlight was the sukiyaki (beef slices cooked with vegetables and bean curd in a broth with soy sauce and sweet rice wine). For drinks, the men alternated between Johnny Walker Black Label scotch, beer, and green tea throughout the meal. We all used chopsticks.

Conversation was lively because Mr. Tamari's English was very good. We discussed education in Japan and the United States, Pearl Harbor and Hiroshima, and the current situation including heads of state Nakasone and Reagan. It was a very enjoyable evening - I only wish I had known Japanese because, as it was, I was completely dependent on Mr. Tamari for translation.

After the other guests left (with much bowing), I was shown back to the original "living" room which by now had been converted to a "guest" room. A bed had been laid out in the center of the room with a water jar, glass, and box of Kleenex. The "bed" consisted of a futon (thick quilts) laid upon the tatami mats. The heavier bottom quilt (shiki buton) was red; the middle, lighter quilt was blue striped; and the ornately decorated upper quilt was covered by a sheet. The small pillow boasted a pink checkered pillowcase. I took off my yukata and somehow Eiko, the teenaged daughter, appeared to take it away. I was going to put on my own gown but Eiko insisted I wear a new cooler yukata. I went to the toilet room where I dutifully left my regular "house" slippers in the hall and put on the "toilet" slippers. Back into "house" slippers, I padded to the "bath" room where I brushed my teeth. The light pull was right over my head. I was asleep by midnight.

Jean Lantz
University of St. Thomas

VISIT IN JAPANESE TEACHERS' HOME IN 1970's

II

I spent three days with a woman English teacher and her family in Niigata, Japan. Her husband was a chemistry teacher in a high school. They had two sons, ages 9 and 11. The husband's mother lived in the home with them (he was the oldest son) and she managed the household needs. She was active and delightful - had her own circle of friends and went to Japanese opera and plays with them.

The first night in their home was the only time I ate with the whole family. It was a very informal meal at a western style table in the kitchen, with the kids acting like those in an American family and the mother-in-law jumping up to get things needed.

The family lived in a newer residential area within the city, with sewer connections. Small lot — more like our patio homes — with lovely patio flowers and trees and a small green house. House was two-story, with garage. Construction was part frame, part concrete stones, cement tile roof, steel windows with glass. Inside woodwork was a lovely hand rubbed cedar and several shoji doors. Small "shrine" alcoves in bedroom with ceramic and painting treasures in them. House had one Japanese style living/dining area, one "den" with antique type western chairs, love seat, tables, large kitchen with western style table and chairs to eat on, one toilet room downstairs that had porcelain toilet fixture (flat in floor kind), one bath downstairs, two sleeping rooms upstairs and one downstairs — bedroom areas had Japanese type furnishing and bedrolls and tatami mats on floors.

The family had a car, and the husband dropped wife off at work before going on to his school. After school (4:30 p.m.) wife was involved in numerous personal activities each week: Japanese calligraphy and ink drawing (individual lessons with special teacher), flower arranging class, French language class (taught by a Belgian). After these classes she either rode bus or took a taxi home, usually stopping at a small "coffee" shop for coffee and a sweet first. The only time I saw the husband was when he took us to work in the mornings. In the evenings when we returned home he was in the western style "den" with men guests or he was accompanying his mother and her friends to the opera. My hostess could tell what guests were in the house when she came in by looking at the shoes lined up in the entrance hall.

Meals:

Breakfast: Mother-in-law prepared fried egg and toast and coffee for me. Rice and fruit were available, and the kids ate something that looked like cereal.

Evening: If we had a large lunch and went to a class after school hours, woman teacher and I had a bowl of missou soup and rice, flavored with seaweed salt and spices, after we got home — sometimes 9:30 or 10 p.m. Another evening we joined 4 other English teachers for dinner in a traditional Japanese restaurant (our own meal was long — many courses — with much conversation and sake. Another group dining in an adjoining room sang sad songs about their Sakhalin Island homeland. My hostess paid for the dinner for all of us with a credit card. Two of the men teachers had been in the U.S. and visited schools. One was in a predominantly black junior high in HISD for about six weeks.

When I left this home, mother-in-law bid me gracious goodbye and tied a bell charm to my tote bag to ward off danger during the rest of my stay in Japan.

Kathryn Thompson, Director, Learning Media Services
Spring Branch Independent School District

FAMILY LIFE

TEACHER'S REFERENCE

from The Japan of Today 1982

Postwar Changes

Profound changes have occurred since the end of the war and are continuing to occur in Japanese family life. Postwar democratization has infiltrated into every aspect of family life, bringing about various innovations.

A series of measures to democratize the nation's family system was carried out shortly after the war. For example, the Civil Code was revised in 1947 to give women equal legal status with men in all phases of life and to abolish the old patriarchal character of the family.

At the same time, the recent rapid growth of Japan's economy also had a major impact on daily living patterns. The changes in the cultural and living environment due to advanced urbanization and technological progress have served to strengthen the general tendency toward smaller family units, consisting basically of the immediate parents and children, as opposed to the large family unit of prewar years. In recent years, however, a reappraisal of the larger family unit has apparently been taking place as evidenced by an increase in the number of households in which parents live with their married children.

The widespread practice of family planning in the postwar years has reduced the average number of children per couple to 1.8 in 1981, as against 3.6 in 1950.

Both husband and wife enjoy equality under law, with equal rights in contracting marriage, in inheriting and owning property and in suing for divorce.

Mode of Living

The mode of living has also changed under the influence and widespread use of modern household appliances together with the mass production of instant food preparations, an expanding supply of frozen foods, ready-made clothes and other apparel, and various sorts of daily necessities.

During the 1960s, marked progress was registered in equalizing living standards throughout the country and a much greater selectivity developed in the choice of merchandise as well as in movement and leisure.

This has made possible additional time for relaxation as well as educational and cultural pursuits for the entire family, especially the wife, who was previously "tied down" to her daily household load and increased leisure time, more and more married women have entered the labor force, although this tendency stemmed partly from the tight labor market during the nation's fast economic growth in the recent past, especially in the 1960s.

The rationalization of living patterns and general leveling of incomes and consumption levels, plus a change in the people's social awareness brought about by the abundant supply of information from publications and television, has resulted in a growing "middle-class consciousness" among the people as whole.

Consumption patterns indicate this new attitude. As of March 1981, 99.2 per cent of all Japanese households owned refrigerators, while 98.5 per cent color television sets, 95.4 per cent vacuum cleaners, 58.5 per cent stereo-phonic record players, and 41.2 per cent air conditioners. One out of every 5.4 Japanese owned a passenger car in March 1981.

At the same time, the geographic sphere of leisure activities has expanded and people now travel the entire length of Japan for leisure, while the number of Japanese going abroad for pleasure increased greatly in the late 1960s and 1970s, numbering approximately 3.3 million people in 1981, or 3.22 times that of 1972.

INTERDEPENDENCE AMONG NATIONS
(Lessons for 6th Grade Social Studies)

Objectives:

1. Students will explain a e examples of int ndence among nations.
2. Students will read and interpret charts regarding international trade.

Materials Needed:

Advertisements
Export/Import Chart

Possible Anticipatory set:

Distribute several advertisements to students (possibly in small groups). Write this question on the board - Looking at these ads of Japanese products, what are some products that we depend on from Japan? (Give students time to work with the ads)

Procedure:

1. Large group discussion - Based on the advertisements, what are some products that we get from Japan?

   List these on the chalkboard or butcher paper.

   Q. - Into what categories would these products fit - machinery/equipment, raw materials, motor vehicles or manufactured goods?

2. Distribute chart I (Exports and Imports).

   a. Introduce the chart with such questions as -

      * What information can be found on this chart? (Notice title - 'commodity' means an article of trade).
      * What commodities are listed?
      * What countries are compared?

   b. Look only at the line for Japan -

      * Does Japan import or export more foodstuffs? (import)
      * Looking at all the commodities, which ones does Japan import more than export? (foodstuffs, raw materials, fuels crude oil)
      * Which does she export more than import? (machinery, motor vehicles, manufactured goods)
      * What kinds of things would you expect Japan to need to import? (accept any reasonable answer)

c. Look at the line on your chart for the U.S.A. -

* What commodities does the USA export more than it imports? (foodstuffs, raw materials, machinery/equipment, manufactured goods)
* Which does the USA import more than export?

d. Looking at all your data, what would you expect the USA to import from Japan? What would you expect Japan to import from the USA?

e. What major things does the USA depend on other countries to provide? What does this tell us about interdependence?

Evaluation Activity:

Using what you have learned, write a letter to the President of the U.S. explaining why, in this interdependent world, it's important that we remain friendly trading partners with Japan.

I - EXPORTS AND IMPORTS BY COMMODITY AND COUNTRY (1981)

(US $Million)

		Foodstuffs	Raw Materials	Fuels	Crude Oil	Machinery Transportation Equipment	Motor Vehicles	Manufac-tured Goods
JAPAN	Exports	1,740	1,588	571	—	93,712	33,678	146,725
	Imports	15,914	20,873	72,663	52,198	8,815	493	30,331
U.S.A.	Exports	33,093	22,698	10,293	577	93,693	16,140	154,401
	Imports	19,936	12,734	84,317	64,319	72.470	29.528	149,176
GERMANY, F.R.	Exports	9,410	4,321	7,119	—	78,717	26,021	150,815
	Imports	17,943	12,461	39,841	21,793	32,235	7,084	89,105
FRANCE	Exports	16,578	3,964	4,832	—	33,569	10,898	75.505
	Imports	11,376	7,273	34,815	24,299	26,623	6,745	66,691
U.K.	Exports	7,123	2,562	18,767	13,848	32,754	6,187	68,104
	Imports	13,186	8,084	14,494	8,287	26,975	6,883	64,518
ITALY	Exports	5,415	1,708	4,806	—	24,187	5,274	63,296
	Imports	10,192	8,288	30,879	22,202	17,714	6,149	39,528

Source OECD. Statistics of Foreign Trade

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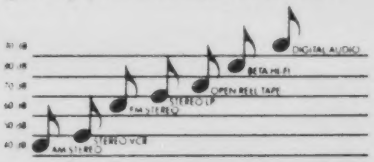

(Dynamic Range, measured in dB, is the ratio of the softest to the loudest sounds an audio medium can handle.)

Notice we didn't call it just stereo—Beta Hi-Fi goes beyond any ordinary stereo experience. As you can see on the chart, new Beta Hi-Fi from Sony has sound quality better than any AM or FM stereo broadcast, any stereo LP, stereo cassette or reel-to-reel tape. It's even better than you get at most movie theaters.

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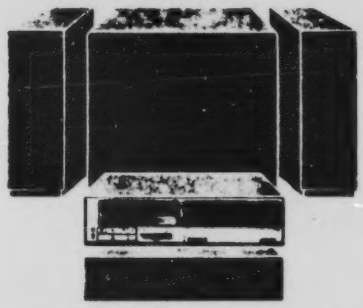

a broad selection of prerecorded tapes that look and sound as good. And to help you stay up-to-the-second, Sony's got a special toll-free number you can call for the latest titles and where to get them: 1-800-221-9982 (1-800-522-5229 in New York).

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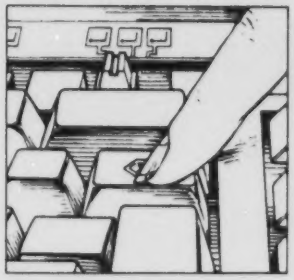

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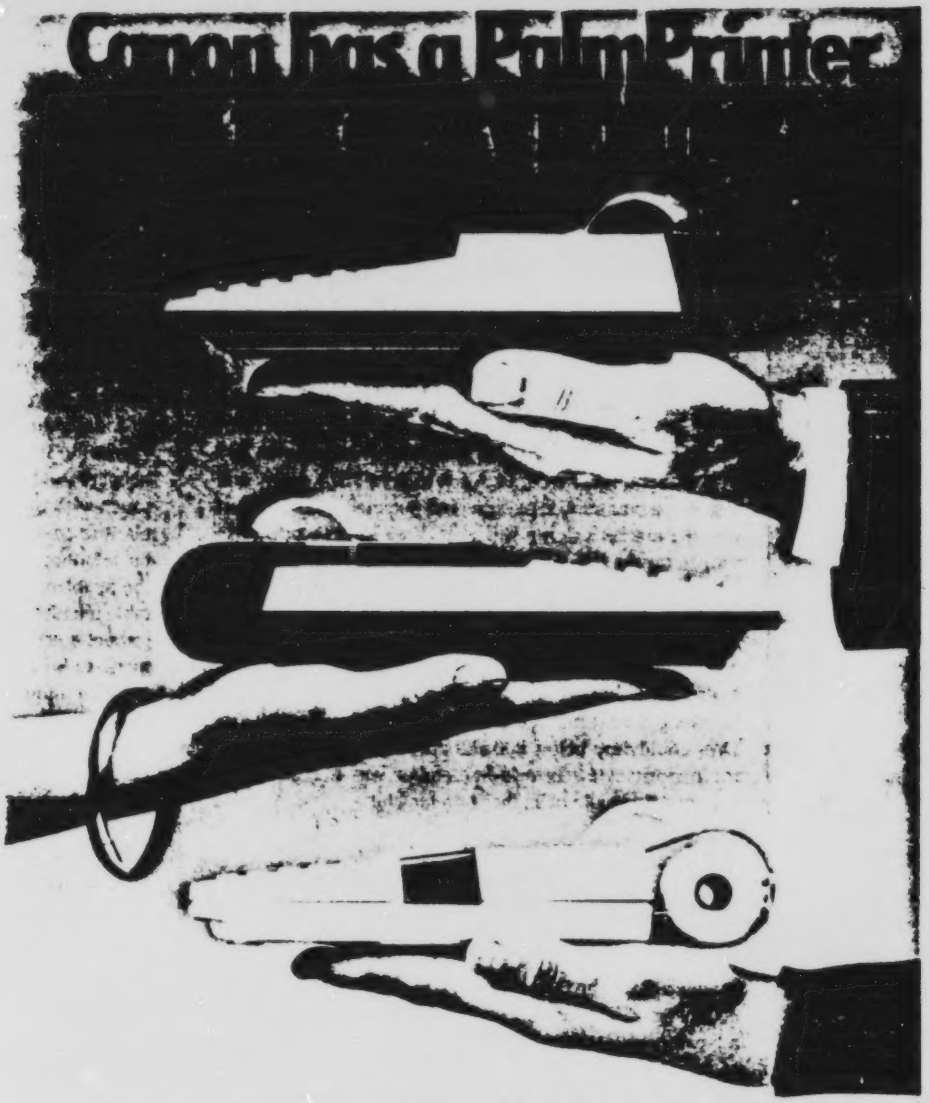

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92

INTERDEPENDENCE AMONG NATIONS
(Lessons for Grade 6 Social Studies)

Objectives:

Students will identify similarities and differences in the cultures and customs of Japan and the U.S.

Materials Needed:

Reading - "Tokyo Diary"

Anticipatory set:

Question written on board for students to consider as they come in the room - What are some things you use or some customs that we have that come from other countries?

Procedure:

1. Allow a few minutes for students to respond to the question on the board.
2. Distribute "Tokyo Diary" - have students read this to find examples of U.S. products or customs in Japan.

   Based on this travel diary, what products or customs do the U.S. and Japan share?
3. Using the "Tokyo Diary" complete the chart - Similarities and Differences in Japan and the U.S.

Evaluation Activity:

Write a paragraph using one of the following statements as your topic sentence.

1. Japan and the U.S. depend on each other for many things.
2. Japan and the U.S. share many similarities.

CHART: SIMILARITIES AND DIFFERENCES BETWEEN JAPAN AND THE U.S.

Life in the U.S. is <u>similar</u> to that in Japan:	Life in the U.S. is <u>different</u> from that in Japan:

TOKYO DIARY

October 7 - 14, 1983

Jean Lantz

October 7 - San Francisco Airport Area

First meeting with fellow educators chosen from U.S.A. Everyone excited and nervous. All share information about selves and respective projects. Good mix of university, secondary, and elementary interests from eight different states, nine women and six men. Notes from briefing: Japanese big on formality and small gifts - offer and accept gifts with two hands, drink tea with two hands; use "san" as much as possible to show respect; don't really "bathe" in Japanese bath; strict laws against drunk driving, many taxis; custom of taking off shoes, and rearranging to face out; use separate sandals for toilet, bath, etc.

October 8 - On Plane

10:30 A.M. San Francisco time: just boarded JAL Flt. #2 to Tokyo via Honolulu - a thirteen hour flight!

October 9 - On small bus between Narita Airport and Tokyo

Landed at 5:20 P.M. Tokyo time (11:20 p.m. previous day San Francisco time). Guide met us and gave us small booklet with official itinerary. Can't see much due to "sound barriers" between freeway and countryside. We've been up twenty-one hours! Drove by Tokyo Disneyland - lights look like California. Drove by Ginza district of Tokyo - looks like combination Las Vegas-Paris, many neons in English.

October 9 - In hotel room

All settled in small but private air conditioned room with telephone and color TV (all Japanese language stations and lots of commercials including Scott Towels, Nabisco, and IBM). Vending machines in hall offer canned sake as well as canned coffee, beer, and soft drinks.

October 10 - Hotel Coffee Shop

Breakfast of eggs, orange juice, and toast with two folks from the Canadian group.

October 10 - Sightseeing Bus

First stop Asakusa area with visit to Buddhist Temple. Crowds of people and little shops - it's a national holiday, "Sports Day." Lunch with two Indonesians and a New Zealander. All seem to be employed with their respective state departments of education except those of us from the U.S.A. who are here through a competitive process. Streets of Tokyo decorated with red plastic maple leaves to celebrate autumn season. Lunch was typical Japanese fare - tempura, rice, soybean curd, and green tea! Tokyo full of new buildings like Houston. Guide says World War II bombing raids killed twice as many people in Tokyo as in Hiroshima. Lots of children with Mickey Mouse T-shirts and dolls in park area around Imperial Palace - also many joggers out. Had a Coca Cola at top of Tokyo Tower - cost 300 yen (about $1.25) but sure tasted good - weather is warm! Nice view of Tokyo Bay from Tower. Lots of crowds - elevators crowd everyone in very tightly! Lots of little games (video, electronic) and children all busy playing them. I remember reading about Japanese mania for games and it seems

October 11 - Visit to Seiko watch factory - Takatsuke Plant

Average worker salary is $1,529 per month. If company does well, more annual bonus. Work 254 days per year, 8:15-5:00 P.M. with lunch in company cafeteria plus two exercise times. Management uses a suggestion chart requesting ideas from workers on ways to reduce cost or improve quality of product. Suggestions are rewarded if used. Rewards range from $1 - $400 per suggestion plus "points." Workers can built up "points" to earn a trip to Honolulu or Taiwan. Seiko was one of the first companies to use the quality circle concept. Quality circles meet monthly sometimes after work with food subsidized. Seiko has never had a strike. 75% of Seiko watches are exported with 30% of these going to North America. There are no female executives.

October 11 - Ginza District

Group of us took the subway for the first time. Made it with ease down to the Ginza district and found our way to the "Lion Beer Hall," German decor with a wide variety of dishes on the menu. I had pizza!

October 12 - Visit to Asahi Newspaper

The World Series is going on in the U.S.A. but it's not being broadcast here and no one seems interested. Today, the Supreme Court Judge in Japan will rule on Tanaka, the ex-prime minister of Japan who was tried for accepting a Lockheed bribe. Crowds of people plus riot control busses were in the streets near the Supreme Court Building as we drove by in our bus. We were warmly greeted at the Asahi Newspaper building and given little packets of information printed mainly in English. Whereas we have 26 letters of the alphabet in English to use in printing, the Japanese have 2300 Japanese characters called kanji. What a problem for a typewriter! The newspaper uses something called the NELSON system and all pasteup is done by computer; their 142 printing presses are all computerized including wrapping and loading of papers into trucks by routes. The paper prints 12 million copies daily. We watched them print an "Extra" on the Tanaka decision.

October 12 - Visit to Japanese Ministry of Education (MOMBUSHO)

MOMBUSHO stands for Ministry of Education, Science and Culture. We saw a film and then had a lecture on Japanese education. In Japan, education is free and compulsory for children 6-14. 65% of 5 year olds and 97% of the 15-17 year olds attend some kind of school but pay tuition. There is a three-tiered system of finance: national, prefectural, and municipal. The federal government shares expenses for salaries, school buildings, and teaching materials. Elementary school includes grades 1-6; lower secondary school has grades 7-9, and grades 10-12 are in upper secondary school. Special schools are provided for the blind, deaf, and mentally handicapped. Almost half the elementary school teachers are male and two-thirds of the lower secondary school teachers are male. Over 82% of the upper secondary school teachers are male. Mombusho establishes national standards of curricula by means of printing national Courses of Study. All schools are required to follow these. Suprised to find that clock hour requirements for art and music are greater than science in elementary school! (Music & Art = 136 hours per year; Science = 70 hours) Also interesting that "Moral Education" is considered a subject and a federally mandated curriculum area with its own Course of Study. English is not required at any level but is generally taken as an "elective" because it is required for admission to most universities. Most "college bound" students take six years of English with emphasis on reading and writing, not conversation. National government supplies textbooks free of charge to all children enrolled in elementary and lower secondary schools whether public or private! The federal government also subsidizes a free lunch program for all children, (not just those

from low income families). Private institutions are considered very important and are subsidized in several different ways. Three-fourths of all university students are enrolled in private universities. At end of ninth grade, students take examinations in four or five different subjects for admission to upper secondary schools. The test results are used to counsel students into appropriate schools. Males outnumber females four to one at universities while females outnumber males seven to one in junior colleges. Lecturer said "In this country, females don't try to get too specialized in order to get a good marriage. Junior colleges offer a more general education." Students in grades 1-12 generally attend school 5½ days a week and spend 34 hours per week in school.

October 12 - Shinjuku

Took subway to Shinjuku (another main shopping and nightlife area of Tokyo). There were twelve of us in the traditional restaurant with tatami seating. No one knew the name of it because everything was written in Japanese. No one spoke English but there was one English menu so we all shared! They offered hugh shrimp - twelve inches long! One serving was two shrimp and a bowl of rice. Food was good but tatami seating (on cushions on floor) is not very comfortable, particularly when women are not supposed to sit Indian style! My knees were killing me! We're all impressed with the cleanliness of everything - even the streets and subways. I saw a shopkeeper out sweeping the street in front of his shop just an hour before he was to close. We're all amazed to feel so clean and safe in the middle of a strange, crowded city.

October 13 - Hotel Coffee Shop

Had an interesting discussion at breakfast about why children and adults can't write and spell as well as they once did. Teachers from Canada, New Zealand, and the U.S.A. were all complaining so it seems to be a universal problem. Teachers seem to be blamed no matter what the country or method! There must be something else at work here . . . maybe television?

October 13 - On Bus

Guide on bus provided more details about Japanese education. Seems it's fairly easy to get certified as a teacher but hard to get a job. Taking entrance examinations for college admission is expensive. Students are expected to pass four or five examinations and each exam costs $85-90 to take!

October 13 - Tamagawa Gakuen Private School (Grades K - University)

Met by student guides for tour through grounds and buildings. Beautiful spacious grounds. Took shoes off to enter buildings. Otherwise, buildings very similar to U.S. schools. Heard choir concert of western music ("western" as in civilization, not "country-western")! Lovely luncheon served by women in kimonos and obis. Students and teachers in typical western dress. Men all wear dark suits and white shirts with ties. Students are dressed in school blazers but with mixed colors of slacks or skirts. This is a boarding school. Tuition is about $3000 a year and is subsidized somewhat by the Tokyo municipal government. The federal government subsidizes university students according to their majors. Subsidies ranged from $1000 each for an art or literature major to $2000 each for majors in more technical fields! The student guides were darling - most dressed very "preppy." I spent a good bit of time talking to the teenagers and asking questions provided me by the Houston teenagers I interviewed before the trip. I was impressed by the number of Japanese students who spoke English. I was not impressed by the size of the school libraries. Seems that the emphasis is more on learning exactly what is in the textbook with little emphasis placed on research or

creative problem solving. I was surprised to find that the teenagers I interviewed seemed to like classical music more than rock. They did have some favorite rock stars but they were all Japanese rock groups. A few of them had heard of or "knew" Michael Jackson and Olivia Newton John.

October 14 - On bus

Driving along elevated freeway. Lots of golf driving ranges. Guide said Japan was so crowded that some "golfers" never get to see a real golf course, just enjoy the ranges. Some are triple decker. Noticed a Kentucky Fried Chicken place with a model of the "colonel" out front. Lots of soccer fields. Heavy stop and go traffic much like rush hour in Houston.

October 14 - Tokyo Nishi High School (Tokyo West)

Put on slippers again to enter. Escorted immediately upstairs for briefing. Schedule changes every day. School is six days a week but teachers come just five days (arranged through a rotating schedule). This is a college prepartory school. Brief tour through various classes including woodshop and art. Students very friendly. Dress more informal than yesterday. Male teachers not in coats and students not in uniform. Some students spoke some English. Back to conference room for question and answer session. We asked about problems. Answers ranged from "lower quality of student due to so many students now attending high school;" "too much television and not enough thinking by themselves;" "students don't really appreciate traditions and are losing something in their spiritual life;" and "the Japanese are getting richer and richer while their endurance is getting lower and lower." Most teachers did not speak English and we were all communicating through an interpreter. However, all teachers were very friendly and open. The atmosphere was extremely pleasant.

October 14 - Ueno Park

Visited art museum, Toshogu Shrine and Benzaiten Temple. Grabbed a finger sandwich supper at the Tokyo Metropolitan Festival Hall before enjoying a performance of the Tokyo Symphony.

October 15

Leave Tokyo by air for Miyazaki on the island of Kyushu. Have I really been in Japan a week?

DIRECTIONS FOR

"SHOGUN"
(Japanese Heritage Game)

Setting: This game is designed to be played in a regular classroom setting within a normal class period (40-45 minutes). Players will develop knowledge related to the "development of national unity in Japan," a period of over 2,500 years.

Getting Ready to Play:

1. Arrange players into 2, 3, or 4 player groups.
2. Distribute the following materials to each group:

   1 game board

   6 stacks of cards (8 cards per stack) Cut out cards. The six time periods are: Yamato, Nara, Heian (Hay-in), Kamakura, Ashikaga, Tokugawa
3. Cards should be shuffled and stacked face down in areas marked on board.
4. A marker (example small coin) representing each player should be placed in the "START" space.

Goal of Game:

To become "Shogun" by being the first to move your marker through six time periods along the "path" of Japanese history.

Play: Players move forward by answering questions on the cards for the period. All players begin with cards from the Yamato stack. When markers move into the next period on the board, players answer questions on cards for that time period. Players move one space for each correct answer.

To Begin Play:

1. The shortest player in the group begins play as the questioner by drawing a card from the Yamato stack and reading the question to the person on his/her right.
2. The answerer (person on questioner's right) tries to answer.
3. If the answer is correct, the answerer may move his/her marker one space forward and take another turn. If not correct, the play moves to the right with the original "answerer" becoming the next "questioner." The correct answer is made known to all players and each card returned to the bottom of the stack).
4. A player continues to answer questions and move forward until he/she misses a question.
5. The winner is the first player to reach the "Shogun" space.

Note: Students are not expected to know answers to the large majority of questions at the start of the game. The more often the game is played, the more informed the players become.

YAMATO The Japanese writing system was adapted from what country? (China)	YAMATO The largest island in Japan is. . .? (Honshu)
YAMATO Before Buddhism, the Japanese worshipped the "way of the gods" now called. . .? (Shinto)	YAMATO A type of pottery found during the Tomb period was. . .? (haniwa) (hahn-ee-wah)
YAMATO Japan's many mountains, forests, and rocky cliffs cause great respect for nature. Early Japanese believed nature was controlled by spirits called. . .? (kami)	YAMATO The powerful family clans under Yamato's leadership were called. . .? (uji) (oo-gee)
YAMATO The Japanese ruler who first sent representatives to China to study was. . .? (Prince Shotoku) (Show-toe-koo)	
YAMATO The body of water to the west of Japan is. . .? (Sea of Japan)	

YAMATO	YAMATO
YAMATO	YAMATO
YAMATO	YAMATO
YAMATO	YAMATO
YAMATO	YAMATO

NARA Japan's first permanent capital was. . .? Nara) (nah-rah)	NARA The great temple built at Nara with a huge Buddha is the. . .? (Todaiji) (Toe-dye-gee)
NARA The first written history of Japan was. . .? (the Kojiki) (koh-gee-kee)	NARA During the Nara period, the Japanese improved textiles, bridges, metalworks, and architecture with the ideas learned from what country? (China)
NARA Much like Europeans in the middle ages used Latin, scholars at Nara used Chinese characters called. . .? (kanji) (kahn-gee)	NARA The Asian country nearest Japan is. . .? (Korea)
NARA Nara was an imitation of Chinese culture during what Chinese dynasty? (Tang)	
NARA Nara is located on the Yamato plain on the island of. . .? (Honshu)	

NARA	NARA
NARA	NARA
NARA	NARA
NARA	NARA
NARA	NARA

HEIAN In 794, the emperor moved his capital to Heian (hay-in) which is now called. . .? (Kyoto) (key-oh-toh)	HEIAN During the Heian period, the Japanese began using special symbols to represent Chinese characters. This special Japanese style of writing is called. . .? (katakana or "kana") (kah-tah-kahn-ah)
HEIAN During the Heian period, the family that gained great influence over the emperor was. . .? (Fujiwara) (Foo-gee-wah-rah)	HEIAN Powerful lords were given the right to collect income from farmers living in their territory. This income was called. . .? (shiki) (shee-kee)
HEIAN The world's first novel was written in Heian times by Lady Murasaki. The name of the novel was. . .? (Tale of Genji) (gehn-gee)	HEIAN The Japanese weapon which represented both privilege and responsibility was the. . .? (sword)
HEIAN A favorite pasttime of the Heian court was to write short poems of exactly 31 syllables. The poems were called. . .? (tanka)	
HEIAN The Shinto god of war is. . .? (Hachiman) (Hah-kee-mahn)	

HEIAN	HEIAN
HEIAN	HEIAN
HEIAN	HEIAN
HEIAN	HEIAN
HEIAN	HEIAN

KAMAKURA During the Heian and Kamakura periods, warrior knights were called. . .? (samurai) (sam-er-rye)	KAMAKURA During the Kamakura period, Mongols invaded Japan but were stopped by a hurricane. The Japanese called this "divine wind". . .? (kamikaze) (kah-mee-kah-zee)
KAMAKURA The most powerful ruling position in Japan during the 12th-18th centuries was called. . .? (shogun)	KAMAKURA The capital was moved from Kyoto to Kamakura after many battles between two families. This long-standing feud was between the Minamotos and the. . .? (Taira) (Tye-rah)
KAMAKURA The strong warriors who ruled large estates were called. . .? (daimyo) (dime-yoh)	KAMAKURA Yoritomo, the Minamoto ruler who moved the capital to Kamakura, had his own brother killed. The brother, who became a Japanese hero was. . .? (Yoshitsune) (Yoh-she-soo-nee)
KAMAKURA The way of the warrior stressed loyalty, unquestioning obedience, courage, and honor. This code was called. . .? (bushido) (boo-shee-doh)	
KAMAKURA If a warrior violated the moral code, he brought disgrace to his family and was expected to commit suicide. This suicide ritual was called. . .? (seppuku) or (harakiri)	

KAMAKURA	KAMAKURA
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KAMAKURA	KAMAKURA
KAMAKURA	KAMAKURA
KAMAKURA	KAMAKURA

ASHIKAGA One shogun built a beautiful second home retreat in the northern hills of Kyoto. The retreat is called. . .? (The Golden Pavillion)	ASHIKAGA After a period of many civil wars, the winning lord who first attempted to unify the country was. . .? (Oda Nobunaga)
ASHIKAGA A special type of Japanese drama which uses dance, poetry, and Zen ideas is called the. . .? (Noh) (no)	ASHIKAGA The powerful shogun who had the land resurveyed and stopped peasants from owning weapons was. . .? (Toyotomi Hideyoshi) (Hee-dee-yoh-she)
ASHIKAGA Zen Buddhist monks introduced the practice of drinking a certain beverage to aid meditation and to reflect peace, simplicity, and love of nature. This practice is called. . .? (the tea ceremony)	ASHIKAGA The use of European firearms caused a change in the architecture of the homes of the powerful Japanese lords. They now had to build. . .? (castles)
ASHIKAGA During the Ashikaga period, Japanese were first introduced to European firearms by sailors from. . .? (Portugal)	
ASHIKAGA During the Ashikaga period, the Japanese art of flower arranging became popular. This art is called. . .? (ikebana) (ee-kee-bahn-ah)	

ASHIKAGA	ASHIKAGA
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ASHIKAGA	ASHIKAGA
ASHIKAGA	ASHIKAGA

TOKUGAWA After Tokugawa became shogun, he moved the capital to Edo, on the Kanto plain. This is now called. . .? (Tokyo)	TOKUGAWA Some of the peasant class became village leaders and later quite wealthy. These "wealthy commoners" were called. . .? (gono) (go-no)
TOKUGAWA The religion that was banished from Japan during much of the Tokugawa period was. . .? (Christianity)	TOKUGAWA In 1720, the government granted people permission to import Western books as long as the books did not deal with. . .? (Christianity)
TOKUGAWA The first schools for commoners were operated by. . .? (Buddhist temples)	TOKUGAWA The well traveled road between Edo and Kyoto was called. . .? (The Tokaido Road) (Toh-kye-doh)
TOKUGAWA During the Tokugawa period, a popular form of poetry which used just 17 syllables was. . .? (haiku) (hye-koo)	
TOKUGAWA During this period, towns developed into small trade centers. The merchant class was called. . .? (chonin) (cho-nin)	

TOKUGAWA	TOKUGAWA
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TOKUGAWA	TOKUGAWA
TOKUGAWA	TOKUGAWA

SHOGUN

Heian Cards

Kamakura Cards

Nara Cards

Yamato Cards

Ashikaga Cards

Tokugawa Cards

K K K K 1194 H H H H H H H 1274 N N N N N N N

K K K K 1233 A A A A A A A 1603 T T T T T T T 1867

Y Y Y Y Y Y Y 710

START

Sun Goddess founds Japan in 660 B.C.

IMPACT OF 20TH CENTURY TECHNOLOGY AND WORLDWIDE ECONOMIC INTERDEPENDENCE

(Series of Lessons for World History Classes)

Lesson I - Country X in Tables and Charts

Objectives:

1. Students will analyze information and draw inferences from charts in an effort to identify an unnamed country.
2. Students will describe the impact of 20th century technology on the lives of people in the world today.

Materials Needed:

Transparencies and Handouts of four charts

1. Table 1A: 1980 Population Data
2. Table IB: 1980 Communication Data
3. Table IC: 1980 Health Care Data

Note: This lesson assumes an average group of ninth graders who need help in reading and interpreting statistical data.

Possible Anticipatory Set:

As students enter room, project Transparency Ia on overhead screen. Directions on board could be:

"From just this information, what might you say about Country X?"

Introductory Remarks:

"Today's lesson is on using information from charts to compare people's lives in different countries. One country will be listed as 'Country X'. Our job will be to try to figure out what country that is. We'll get our information in bits and pieces from the charts; then we'll try to put the puzzle together."

Procedures:

1. Project and/or distribute Table Ia.
2. (If using overhead, cover up last two columns). Ask:
   a. "Looking just at the column on population, which of these seven countries had the most people in 1980?" (China)
   b. "What was the population of the United States in 1980?" (232 million)

c. "What country had about half as many people as the United States?" (Country X)

3. (If using overhead, uncover the "% Urban" column.) Say, "This next column tells you the percent of people who live in towns and cities rather than on farms and in villages."

   Ask: "What three countries on the chart are most urbanized?" (U.S.A., U.K., Country X)

4. (If using overhead, uncover whole transparency.) Say, "This last column tells you the average income per person converted to U.S. dollars. It gives us a clue about the ability of people to buy goods and services. What two countries on our chart have the highest per capita income?" (U.S.A., Country X)

5. Say, "Thinking over all we've learned so far about Country X, get with a partner and write one statement about Country X."

6. After a few minutes, ask for feedback from 3-5 pairs. Statements should include some comparison references to total population, urban nature, and high per capita income.

7. Project and/or distribute Table Ib (Communication). Say, "This chart contains information on a country's technological ability to communicate. Look first at the passenger cars column. Notice that the figures are given in 'thousands' which means China really has a total of 50 thousand cars, not just '50'!"

   Ask:

   a. "Which country has the most passenger cars?" (U.S.A.)

   b. "Which country has the least?" (China)

   c. "How does Country X rank?" (second highest)

8. Say, "Look next at the TV set column."

   Ask:

   a. "Which country has the most TV sets?" (U.S.A.)

   b. "Which country has the least?" (India)

   c. "How does Country X rank?" (third, behind the Soviet Union)

9. Say, "Look at the telephone column."

   Ask: "How does Country X rank in terms of telephones?" (2nd, behind U.S.A.)

10. Say, "Look now at the column on newspaper circulation. This column is a little different. It tells how many newspapers are distributed each day for each 1,000 people in the country. If you divide each number by a thousand, you get an approximate percentage of people reading daily newspapers. For instance, look at the information for Country X. The 500 figure tells you that about half the people in Country X read a daily newspaper."

    Ask:

    a. "What percent of the people in the United States read a daily newspaper?" (27% or about 1 in four)

b. "How does Country X rank in terms of people reading newspapers?" (first)

c. "How does the United State rank? (4th behind Country X, U.K. and U.S.S.R.)

d. "In what country on our chart are people least likely to read a newspaper?" (India)

e. Optional (if desired)

"Although the U.S.A. had the highest per capita income of any nation in the world in 1980, its population does not read newspapers as much as many other countries. What might cause that?" (more dependence on TV? less literacy? any reasonable answer)

11. Ask, "Thinking over what we've learned now about Country X, what could you say generally about the technological ability of Country X to communicate?"

12. Optional (if needed) - Direct "Get with your partner and try to write this in just one sentence." Allow a few minutes for work then ask for feedback from a few students.

13. Project and/or distribute Table Ic Health Care.

Say, "This chart contains information related to health care in each country. Look at the first column."

Ask:

a. "What nation seems to have the highest life expectancy in general?" (Country X)

b. "In most countries, females are expected to live longer than males but in India the reverse is true. Are there factors on the rest of the chart that might account for this?"

(Accept any reasonable answer. Higher infant mortality rate coupled with fewer hospitals may indicate more deaths during childbirth.)

c. "Looking over all the information on the chart, what might you say generally about health care in Country X?"

14. Turn off projector. Say, "Now we're going to do something completely different. We're going to try to think how history might change charts! Let's look at these charts again and think how they might have been different in 1900 (80+ years ago)."

15. Show Table Ia again. Ask, "What columns would have been different?" (All three - fewer people, less urbanization, less per capita income)

16. Show Table Ib. Ask, "How would this chart have been different in 1900?" (very few telephones and cars, no TV sets)

17. Show Table Ic. Ask, "How would this chart have been different in 1900?" (shorter life expectancy, fewer hospital beds and doctors, higher infant mortality)

18. Turn off projector. Ask, "Now let's think 80 years into the future."

a. How might these charts be different in 2060?

b. What columns might be added?

19. Wrap Up. Say "The term technology may be defined as a scientific technique for achieving a practical purpose." Ask:

    a. What 20th century technology do you think has had the most impact (effect) on the lives of people of the world today?" (Brainstorm - accept all reasonable answers - possibly list on board or transparency.)

Assignment (Evaluation):

Write a descriptive paragraph about Country X. If you're sure you've guessed the country, go ahead and use the country name in the paragraph.

COMPARISON TABLE Ia = 1980 POPULATION DATA

COUNTRY	POPULATION	% URBAN	PER CAPITA INCOME (U.S. dollars)
CHINA	1,008,175,288	15	566
COUNTRY X	118,600,000	76	8,460
INDIA	713,000,000	22	155
MEXICO	71,300,000	65	1,800
U.K. (GR. BRIT.)	56,100,000	77	7,216
U.S.A.	232,000,000	79	8,612
U.S.S.R.	268,800,000	62	2,600

COMPARISON TABLE Ib = 1980 COMMUNICATION DATA

COUNTRY	PASSENGER CARS (in thousands)	TV SETS (in thousands)	TELEPHONES (in thousands)	DAILY NEWSPAPER CIRCULATION (per 1,000 pop)
CHINA	50	3,200	5,000	74
COUNTRY X	23,600	28,400	55,400	500
INDIA	1,030	1,100	2,600	21
MEXICO	4,000	7,500	4,500	130
U.K. (GR. BRIT.)	15,600	18,400	26,700	441
U.S.A.	120,000	140,000	182,000	271
U.S.S.R.	9,200	80,000	23,700	312

COMPARISON TABLE Ic: 1980 HEALTH CARE DATA

COUNTRY	LIFE EXPECTANCY	HOSPITAL BEDS (per 100,000)	PHYSICIANS (per 100,000)	INFANT MORTALITY (per 1,000 births)
CHINA	68 M, 68F	185	33	**
COUNTRY X	73M, 79F	1,060	119	7
INDIA	52M, 50F	75	26	139
MEXICO	63M, 66F	115	57	77
U.K. (GR. BRIT.)	70M, 76F	894	153	13
U.S.A.	70M, 78F	630	176	11
U.S.S.R.	64M, 74F	1,213	346	44

** = unknown

Lesson II - Country X and International Trade

Objectives:

1. Students will analyze information and draw inferences from charts in an effort to identify an unnamed country.

2. Students will begin to recognize the interdependence of nations in international trade.

Materials Needed:

Transparencies and Handouts

1. Table IIa - Imports and Exports of Country X
2. Facts About Country X
3. Table IIb - Companion Table (Area, Density, Growth Rate)
4. Table IIc - International Trade

Possible Anticipatory Set - As students enter room, project Transparency IIa on overhead screen. Directions on board could be - "What does Country X seem to need most from other countries?"

Procedures:

1. Project and/or distribute Table IIa: Imports/Exports of Country X.

2. Ask:
   a. What does Country X seem to need most from other countries? (fuels and crude oil, raw materials)
   b. What does Country X seem to be able to sell most to other countries? (machinery and equipment)
   c. Thinking about what Country X needs to buy and what it has to sell, what type of country do you think Country X would most want to trade with? (oil producing with need for machinery and equipment)

3. Project and/or distribute "Facts About Country X." Say, "Compare this information with the paragraph you wrote last night. Are you pretty sure you've guessed it by now?" (Caution not to give it away to others, yet.)

4. Project and/or distribute Table IIb: Comparison (Area, Density, Growth Rate). Ask:
   a. "Does any of this information surprise you? Why?"
   b. "What country has the highest population density?" (Explain if necessary)
   c. "What three countries have the highest population growth rates?" (India, China, and Mexico)

d. "What nations will need to plan on producing or buying more and more food each year?" (All of them since all show a positive population growth rate; however, the larger the growth rate, the greater percentage increase needed.)

5. Project and/or distribute Table IIc - International Trade.

   Ask:

   a. "What countries does Country X buy from the most (import from)?" (U.S.A., Saudi Arabia, Indonesia)

   b. "What do you think these countries might have that Country X needs?" (oil, raw material, food)

      Note: Students may need to refer back to Table IIa for information.

   c. "What countries on the chart does Country X sell to (export to)?" Warning: be careful, look at all data! (U.S.A., China, Mexico)

   d. "What do you think Country X sells to these countries?" (machinery and equipment, manufactured goods, motor vehicles)

Assignment/Evaluation:

Say, "Now, thinking back over all we've learned about Country X, what country must this be?"

Write your answer with a brief explanation of why that answer is correct."

TABLE IIa: IMPORTS/EXPORTS OF COUNTRY X

(in U.S. millions)

TYPE	EXPORTS	IMPORTS
FOODSTUFFS	1,208	14,416
RAW MATERIALS	1,331	22,850
FUELS AND CRUDE OIL	369	45,354
CHEMICAL PRODUCTS	6,012	4,956
MACHINERY/EQUIPMENT	58,475	7,038
MOTOR VEHICLES	21,601	737
OTHER MANUFACTURED	34,508	14,416

FACTS ABOUT COUNTRY X

1. Country X is extremely mountainous with less than a fifth of its land level enough for cultivation of food crops.

2. Country X has the most productive farmers per acre in the world.

3. Country X is dependent on imports for almost 90% of its energy resources (mainly oil), almost all of its minerals, and much of its food.

4. In Country X, energy consumption per capita is less than in West Germany and England and only about a third of what it is in the United States.

TABLE IIb - COMPARISON (AREA, DENSITY, GROWTH RATE)

COUNTRY	AREA in sq. miles	POPULATION DENSITY (per sq. mile)	GROWTH RATE (% per year)
CHINA	3,691,521	278	2.4
COUNTRY X	145,809	810	1.3
INDIA	1,269,420	572	2.6
MEXICO	761,604	95	2.4
U.K. (GR. BRIT.)	94,222	325	0.2
U.S.A.	3,615,000	64	1.2
U.S.S.R.	8,649,490	31	0.9

TABLE IIc - INTERNATIONAL TRADE

COUNTRY	TOTAL IMPORTS (U.S. billions)	CHIEF TRADING PARTNERS (imports from)	TOTAL EXPORTS (U.S. billions)	CHIEF TRADING PARTNERS (Exports to)
CHINA	22	Country X U.S.A. Hong Kong	22	Hong Kong Country X U.S.A.
COUNTRY X	131	U.S.A. Saudia Arabia Indonesia	139	U.S.A.
INDIA	13	U.S.A. U.S.S.R. U.K.	7	U.S.A. U.S.S.R. Country X
MEXICO	24	U.S.A. Country X W. Germany	19	U.S.A. Spain
U.K.	100	W. Germany U.S.A. France	97	U.S.A. W. Germany Netherlands
U.S.A.	255	Canada Country X Mexico	212	Canada Country X Mexico
U.S.S.R.	59	E. Germany Poland Czech.	66	E. Germany Poland Czech.

Lesson III - Japanese Technology: Looking Beyond the News

Objectives:

1. Students will discuss a newspaper article related to Japanese and U.S. development of technology.

2. Students will evaluate factors related to the development of technology.

Materials Needed:

1. Transparency IIIa: Definitions
2. Handout IIIb: 6/16/84 Clipping, "Fewer Patents Going to U.S. Inventors"
3. Table IIIc: R & D Expenditures, 1980
4. Handout IIIe - Japan As Number One (excerpt)
5. Table IIIe: Patent Applications, 1981

Possible Anticipatory Set - Project Transparency IIIa. Write the following directions on the board: "How might these three definitions be related?"

Procedures:

1. Distribute Handout IIIb: Clipping "Fewer Patents..." Say, "The author of this article is concerned about something that has to do with Country X (Japan). Read the article to find out why?"

2. After half have completed reading, say, "When you've finished the article, get with a partner and compare your ideas on why the reporter is concerned."

3. After nearly all have completed reading, ask:

   a. Do you think that the fact that three U.S. electronics companies received more U.S. patents than Hitachi is important enough to report in a newspaper? Why or why not?

      (Yes or No with any logical reason acceptable. Expected answer is Yes - because there were only three and Hitachi is a Japanese or foreign firm.)

   b. Do you think that the fact that Nissan, a Japanese auto company, received "about the same number of U.S. patents as General Motors and Ford combined" is important enough to report? Why or why not?

      (Yes or No with any logical reason accepted)

   c. How does the U.S. Commissioner of Patents and Trademarks explain the increase in patent applications from foreign companies? ("The rest of the world has discovered how important new technology is and the U.S.A. is a big, wealthy market." In other words, people in the United States make good customers because they have the money to buy things.)

"How does Donald Banner explain it?"

("We have experienced a decline in Yankee ingenuity." People in the United States aren't as skilled or as clever as they once were in inventing things.)

4. Say, "One cause suggested is a decrease in R&D spending by U.S. companies." Project and/or distribute Table IIIc: R&D Expenditures (1980).

   Direct: "Look at Table IIIc to see if you think the United States seems to lag behind in money spent for research." (Wait)

   Ask: "Does this suggested cause seem valid to you? Why or why not?"

   (No, because the U.S. spends more money on R&D than any other.)

5. Turn off projector.

   Ask, "Another cause suggested is that most inventive work going on in the U.S.A. right now is in the computer field which is not covered by patent law. Does this suggested cause seem valid to you?" (Maybe)

6. Say, "An American named Ezra Vogel wrote a book that relates to some of the concerns raised in the newspaper article."

   Distribute Handout IIId - Japan As Number One.

   Direct = Read this short excerpt to "see if you can find some clues or reasons that Japan seems to be doing so well in technology

7. Ask, "What clues did you find?" (The Japanese are beginning to concentrate on high technology fields such as copiers, computers, and telecommunication equipment. These fields depend more on ideas and inventions and less on labor and raw materials. Japan may be more motivated due to the lack of raw materials as natural resources.

8. Project and/or distribute Table IIIe - Patent Applications. Say, "Looking at Table IIIe. This chart gives information about the four leaders in the development of technology. The first column shows the nationality of the applicant. The other columns show the countries in which applications are filed. For example, Japanese companies filed 191,045 patents in Japan and 14,009 in the United States."

Ask:

   a. Which country seems to be leading the world in new inventions?" (Japan)

   b. "Where do think the Japanese companies plan to sell those inventions?" (most in Japan but also in the other countries)

   c. "What country is Japan's largest foreign market?" (the United States)

   d. "Where do the U.S.A. companies plan to sell their inventions?" (mainly in the United States but also in the other countries.)

9. Say, "From all we have examined today, it seems like Japan really is 'No. One' today, at least in numbers of applications to sell new inventions."

   Ask:

   a. "What factors other than numbers are important in determining leadership in development of technology?" (quality of invention, practicality, effect)

   b. "What types of inventions do you think are most needed in the world today?" "Why?"

   c. "What kind of information would you want to have before determining a 'world leader' in technology?"

TRANSPARENCY IIIa - DEFINITIONS

TECHNOLOGY - a scientific technique for achieving a practical purpose

PATENT - an official document granted by a national government to an inventor giving that inventor the exclusive right to make, use, or sell the invention in that nation.

XENOPHOBIA - fear and hatred of strangers and foreigners.

Handout IIIb

Page 2, Section 3 Houston Chronicle Saturday, June 16, 1984

Fewer patents are going to U.S. inventors

By PATRICK YOUNG
Newhouse News Service

WASHINGTON — Both the number and the percentage of U.S. patents issued to U.S. citizens have fallen steadily for years, while those for foreign nationals have spurted.

The trend has stirred puzzlement and concern that the drop in patents could eventually adversely affect the nation's competitiveness in international trade.

U.S. residents won 55,988 patents in 1971, but just 32,872 last year. Meanwhile, foreigners claimed 23,990 in 1983, up from 8,966 in 1964, and their share of total U.S. patents rose from 19 percent annually to 42.2 percent.

"Only three American companies received more U.S. patents in 1983 than (Japan's) Hitachi — General Electric, IBM and RCA," says Donald W. Banner, president of Intellectual Property Owners Inc. (IPO), a patent-holders trade group. "Nissan Motor Co. received about the same number of U.S. patents as General Motors and Ford combined."

This patent gap has spurred reforms at the U.S. patent office and calls for major changes in the nation's patent laws, but surprisingly little research into its causes.

"It's sort of sobering, but patent data are difficult to interpret under the best of conditions," says economist Edwin Mansfield of the University of Pennsylvania. "We don't know if this is a decline in the use of patents, or if this indicates a fall in the rate of invention."

Increased foreign interest in U.S. patents — particularly by such high-tech powers as Japan and West Germany — is more easily explained.

"The rest of the world has recognized how important new technology is," says Gerald J. Mossinghoff, U.S. commissioner of patents and trademarks. "The increase in foreign filings is because we are a big, wealthy market."

But what's behind the sharp decline in the patents awarded U.S. citizens?

"We have experienced a decline in Yankee ingenuity," Banner is fond of saying.

But others say a mixture of economics, patent-law problems and long-standing chaos in the nation's patent office probably are bigger factors than any loss of American creativity. And some of these problems are being resolved.

"We like to think that things are now on the upswing as far as the health of the patent system," says IPO Executive Director Herbert C. Wamsley.

Among the suggested causes of the patent plunge:

• Less research and development: Civilian R&D spending, which accounts for most patents, rose at about 7.5 percent a year in the 1950s and about 6 percent annually through much of the 1960s, says economist Frederic M. Scherer of Swarthmore College in Swarthmore, Pa.

But this spending plummeted between 1969 and 1972. Only since 1978 have U.S. companies been putting more funds into research again.

"The patent field (isn't) independent of what's happening in the real world," Scherer says. "What happened to patents is clearly mirrored in what happened to R&D." If this theory is correct, he adds, the number of U.S. patents should begin rising soon.

• A troubled patent system: The chaotic state of an understaffed patent office and a series of conflicting court decisions may have dimmed some enthusiasm for seeking patents.

Higher fees and more funds from Congress have hiked the Patent and Trademark Office budget from $96.7 million in 1979 to $170.2 million currently. Personnel and computer capacity have been increased, and by 1990 the office should be fully automated.

For the first time in years, the patent office expects to dispose of more applications than it receives in this fiscal year, reducing a huge backlog and cutting the time it takes to grant a patent from 25.5 months last year to 18 months in 1987.

"We've turned the corner," Mossinghoff says. "We did it by hiring new patent examiners" — more than 500 in the last three years.

Patent law had become confused by a series of conflicting federal appeals court decisions that the Supreme Court refused to resolve. Thus, what was patent infringement in one part of the country might not be in another, and lawyers went shopping for the most favorable court.

Nearly two years ago, Congress established a new federal circuit court to hear all patent appeals. "It's no longer a crapshoot," Mossinghoff says. "There is only one patent law now."

• Unpatentable progress. Some of the most inventive work in the United States goes on in the computer field. But the "masks" used to make computer chips and many advances in the way circuits are integrated aren't patentable under current law. Nor are the programs that tell a computer what to do, though they can be copyrighted.

• Bypassing patents. One theory suggests some companies and individual inventors now rely more on keeping advances secret for protection, or simply hit the market first and fast to establish themselves and make what profits they can before imitators cut into their sales.

But Mansfield found no evidence in a recent study of 100 companies that industry is patenting a smaller percentage of inventions than before.

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HANDOUT IIIb

TABLE IIIc - R&D EXPENDITURES (1980)

	R&D Expenditures (U.S. $ mil)	% of Nat'l. Income	% Financial by Public Funds
U.S.A.	61,127	2.61%	47.9%
U.S.S.R.	32,269	4.65%	46.7%
Japan	20,652	2.42%	25.8%
W. Germany	17,369	2.57%	46.8%
France	10,373	2.03%	51.1%
United Kingdom	6,955	2.47%	48.1%
Canada	1,858	1.06%	46.2%

HANDOUT IIId - JAPAN AS NUMBER ONE
(excerpt)

Japan As Number One - Lessons for America, Charles E. Tuttle, Tokyo, 1979.
by Ezra Vogel (excerpt)

"It is true that Japan would be in great trouble if natural resources were cut off, but wise Japanese bureaucrats have managed to keep open many petroleum options (between the Middle East, Indonesia, Russia, China, Australia) and many coal and atomic energy options. With these efforts and their vigorous conservation program, the danger of a serious energy problem in Japan seems remote. The flexibility of the Japanese government's guidelines, the capacity of the Japanese system to rapidly absorb information concerning trends, and the responsiveness of Japanese firms gives Japan many options. The Japanese are likely to remain extraordinarily competitive in the world markets for a long time. What they reluctantly give up in labor-intensive industries can more than be replaced by their rapidly growing capacity in new high-technology fields such as copiers, computers, and telecommunication equipment."

TABLE IIIe - PATENT APPLICATIONS (1981)

Nationality of Applicant	Country of Application: Japan	U.S.A.	W. Germany	U.K.
Japan	191,645	14,009	4,945	3,852
U.S.A.	10,290	62,404	4,374	5,962
W. Germany	5,797	9,924	29,841	2,705
U.K.	1,556	4,294	712	20,808
% Foreign	12.2%	41.4%	35.9%	46.9%

Lesson IV - Worldwide Dependence on Oil

Objectives:

1. Students will describe how a war in the Middle East disrupts international trade.
2. Students will list the difficulties of an isolationist policy for technological societies.

Materials Needed:

1. Handout IVa: FACT SHEET - Japanese Foreign Trade
2. Handout IVb - Share of Japan's Trade (2 pie graphs)
3. Handout (or Transparency) IVc - Sources of U.S. Petroleum Imports, 1982
4. Handout (or Transparency) IVd - Sources of Japan's Petroleum
5. Chart IVe - Effects of War in Middle East Imports, 1982
6. Handout IVf - Leading Producers of Crude Oil, 1982
7. Handout IVg - Letters to the Editor
8. Handout IVh - Clipping "Japanese Leader..."

Anticipatory Set - Write on board: "How might a war in the Middle East affect Japan?"

Procedures:

1. Distribute Handouts IVa and IVb.
2. Direct students to review the documents in search of answers to the question on the board.
3. After allowing time to read, ask the question aloud: "How might a war in the Middle East affect Japan?"

   (Note that Japan's largest volume of imports comes from the Middle East - mainly oil for energy to run factories.)
4. Go to board and erase "Japan" and replace with "the United States." Ask: "How might a war in the Middle East affect the United States?"
5. Distribute Handouts IVc: Sources of U.S. Petroleum Imports and IVd: Sources of Japan's Petroleum Imports. Direct students to make a data retrieval chart of how a war in the Middle East might affect both the U.S. and Japan directly and indirectly. (Distribute blank chart - Handout IVe.)

   You may want to have students work in pairs or small groups.
6. Distribute Handout IVf: Leading Producers of Crude Oil. Ask them to consider this information also while completing their chart.
7. Ask for feedback from a few pairs.

(Answers should reflect recognition that both Japan and the U.S. depend heavily on Saudi Arabia for their oil. They both would probably try to buy oil someplace else - Mexico and Indonesia, Venezuela maybe. Prices for oil and manufactured goods would probably go up. Production would probably drop.)

8. Distribute Handout IVg: Letters to the Editor. Say, "The June 16, 1984 Houston Chronicle published several letters expressing opinions on what role the United States should take during the June conflict between Iran and Iraq. Read the two letters on the handout to see if you agree with either of them."

9. Allow time to read. Then ask:

   a. "Why do both writers feel it's so important to keep the Persian Gulf and Strait of Hormuz open to international traffic?"

   b. "Which letter do you tend to agree with?" "Why?"

10. Distribute Handout IVh: Japanese Leader. . .

    Say: "In June, 1984, the Prime Minister of Japan attended an economic summit meeting in London. While there, he gave a speech to European audience telling them not to worry about the fact that the United States was trading more and more with Japan."

    Direct: "List his major points."

    1. Asian-American trade is natural geographically.
    2. Trade boom will benefit all Western economies.
    3. Asian countries are not "all the same."
    4. The Japanese investment in Great Britain (Nissan factories) demonstrates that Japanese businesses have faith in the British economy.

11. Ask, "Do you agree with Nakasone's major points?" (Nacka - sew - knee)

    "Why or why not?"

Wrap Up

12. Say: "For 200 years (1650s - 1850's), Japan did not engage in any foreign trade at all."

    Ask:

    a. "What might happen to Japanese society if Japan tried isolation again?" (Starvation, severely reduced standard of living.)

    b. "Can you think of any country that would benefit from an isolationist policy today?" (Open to any response - as long as there is reasonable justification. Point out that the more technological age has brought more international interdependence as well as higher standards of living.)

IVa: FACT SHEET ON JAPAN FOREIGN TRADE

To Japan and its people, foreign trade is the life-line by which its national life is maintained. With limited natural resources and a large population, Japan must import great quantities of raw materials from other countries. In order to pay for these imports, it has to produce finished and semifinished products from these imports and sell them to foreign buyers. Thus, Japan today is one of the world's leading processing countries.

Raw materials, fuel, and food are Japan's principal imports. For example, in 1979 Japan imported all its supplies of raw cotton, wool and rubber, up to 99.8 per cent of its supply of crude oil, 98.6 percent of its iron ore, and 93.0 percent of its wheat.

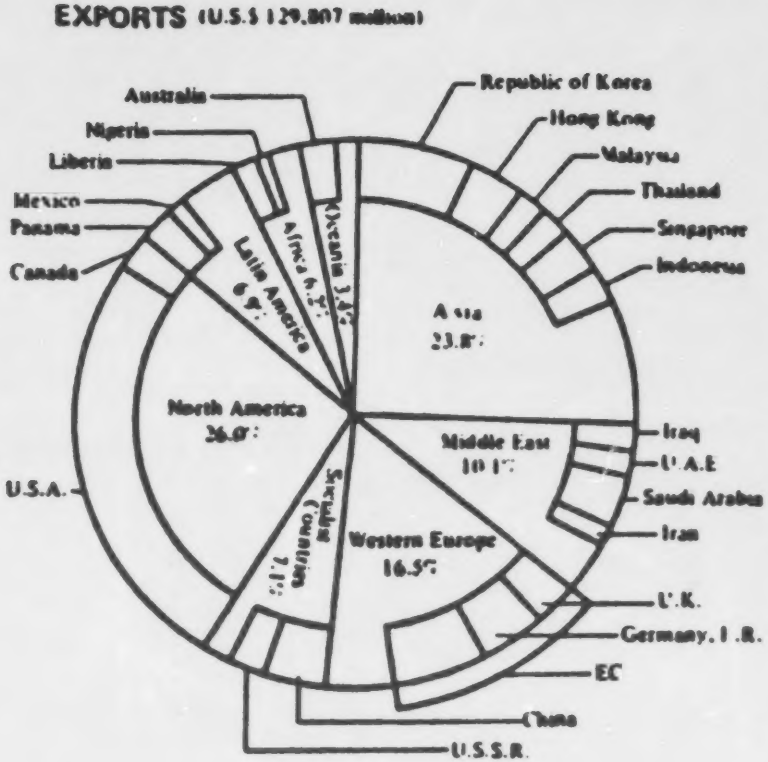
By 1980, exports of metal products, machinery, and chemicals amounted to 84.4 per cent of Japan's total exports. Exports of textiles and textile goods, once a major export item, now amount only to 4.9 percent of the total export value, while there has been a steady increase in the export of such manufactured goods as cars, iron and steel, ships, cameras, motorcycles, tape recorders, VTRs, and electronic calculators.

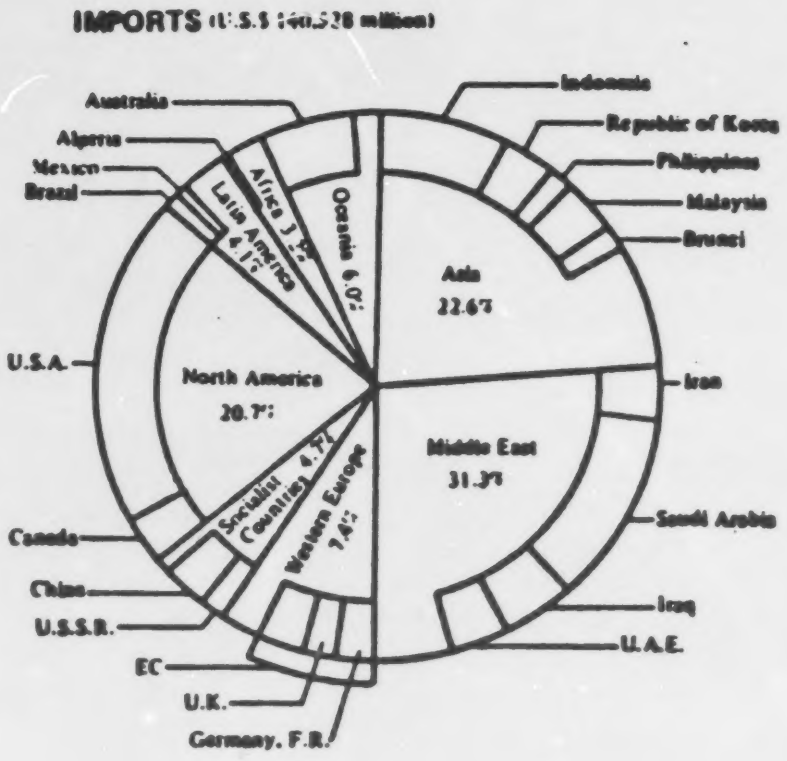
Japan's biggest single trading partner is the United States, which in 1980 took about a quarter of Japan's total exports. In turn, Japan is the second biggest purchaser of American products, after Canada. In terms of areas, North America (United States and Canada) buys the largest amount of Japan's exports, followed by Asia, while the largest volume of imports comes from the Middle East, followed by Asia.

Japan is a member of the General Agreement on Tariffs and Trade (GATT) and is working together with many other countries to reduce tariffs and non-tariff barriers and to promote free trade among all nations.

IVb: FACT SHEET ON JAPANESE FOREIGN TRADE

Share of Japan's Trade by Area (%) (1980)





HOW MIGHT A WAR IN THE MIDDLE EAST AFFECT JAPAN?

HOW MIGHT A WAR IN THE MIDDLE EAST AFFECT THE UNITED STATES?

TABLE IVc - SOURCES OF U.S. PETROLEUM IMPORTS, 1982

NATION	IMPORTS (1,000 barrels)	% of Total
MEXICO	684	21.5
SAUDI ARABIA	548	17.2
NIGERIA	505	15.9
CANADA	477	15.0
VENEZUELA	408	12.8
VIRGIN ISLANDS	315	9.9
INDONESIA	245	7.7
	3182	100.0%

TABLE IVd - SOURCES OF JAPAN'S PETROLEUM IMPORTS, 1982

NATION	IMPORTS (1,000 kl)	% of Total
SAUDI ARABIA	68,129	32.9
U.A.E.	30,546	14.7
INDONESIA	30,042	14.5
IRAN	14,818	7.2
NEUTRAL TERRITORY (M. EAST)	11,253	5.4
OMAN	8,556	4.1
QATAR	7,878	3.8
MEXICO	7,311	3.5
BRUNEII	4,969	2.4
MALAYSIA	4,007	1.9
IRAQ	2,948	1.4
KUWAIT	1,865	0.9
ALGERIA	1,822	0.9
VENEZUELA	1,217	0.6
EGYPT	765	0.4
U.S.S.R.	60	0.0
	107,395	100.0%

CHART IVe - EFFECTS OF WAR IN MIDDLE EAST

	DIRECT EFFECTS	INDIRECT EFFECTS
U.S.A.		
JAPAN		

TABLE IVf - LEADING PRODUCERS OF CRUDE OIL, 1982

	COUNTRY	PRODUCTION (1,000 barrels/day)	% of total	Years of Reserve From 1981
1.	U.S.S.R.	12,053	22.7%	19.0
2.	U.S.A.	8,671	16.3%	9.4
3.	Saudi Arabia	6,470	12.2%	66.6
4.	Mexico	2,749	5.2%	48.0
5.	Iran	2,214	4.2%	54.0
6.	United Kingdom	2,117	4.0%	10.2
7.	China	2,029	3.8%	24.8
8.	Venezuela	1,891	3.6%	29.2
9.	Indonesia	1,339	2.5%	70.3
10.	Nigeria	1,295	2.4%	23.3
11.	Canada	1,241	2.3%	10.3
12.	U.A.E.	1,214	2.3%	79.1
13.	Libya	1,158	2.2%	58.9
14.	Iraq	972	1.8%	101.0
15.	Kuwait	827	1.6%	226.1
16.	Algeria	710	1.4%	24.5
17.	Qatar	328	0.6%	28.5
18.	Ecuador	209		14.4
19.	Gabon	141		9.0

Saturday, June 16, 1984 Houston Chronicle

Someone should convince Iran negotiation is wise

From Shahid Hamid, Houston.

The United States should not bear the major burden of defending the oil supplies that come from the Persian Gulf. Western Europe and Japan are more dependent on them, so let them come forward to protect their vital interests, under U.S. guidance. We should use all means available to protect U.S. shipping from attack, but our allies should do their part too.

If the war goes on some time, the price of oil might shoot up. This would be a serious situation during the 1984 elections.

The Soviets have already become involved in the Iran-Iraq confrontation by supplying arms to Iraq. If Iran loses the battle with Iraq, Iran might destroy the whole Persian Gulf oil stock and system out of revenge.

Bitterness between the radicals, Iran and Iraq, could continue for a number of years, and then the Western world could not enjoy international traffic in the oil transport channels of the Persian Gulf and the Strait of Hormuz.

Somebody should try to convince Iran that negotiation is the best solution for its interests. Intervention by the the United States is not justified now, unless our own interests are hurt. Our game is not with the Third World nations, unless the Soviets try to hurt us anywhere in the world.

Send U.S. Navy to protect our gulf shipping interests

From Madison Wright, Houston.

Regarding the question whether U.S. forces should be sent to defend non-belligerent shipping in the Persian Gulf: If this takes place in international waters, I am very much in favor of it. We should send the U.S. Navy to protect and defend U.S. shipping interests in the area. Further, if any of our ships are attacked, our naval and military establishment should respond in kind.

Knowing the nature of the current government of Iran, I believe Persian Gulf oil supplies are in ever-increasing danger of being cut off. If our naval and military forces are not made available to protect and defend our commerce, it will be endangered by the Iraqis. If oil supplies were interrupted, it would definitely adversely affect the interests of the Free World.

We should definitely seek the help, aid and assistance of our allies in the protection and defense of the civilian commerce in the area. If they fail to respond, we should take retaliatory steps, pointing out to them that they stand to lose more if those shipments are interrupted. Certainly it is to our advantage to help our allies realize they have more to lose from interruption than we.

Tuesday, June 12, 1984 Houston Chronicle ★★★ Section 1, Page 2

Japanese leader seeks to soothe Europeans over shift in U.S. trade

By MICHAEL GETLER
Washington Post

LONDON — Japanese Prime Minister Yasuhiro Nakasone sought to ease European concerns about shifting American trade patterns that now reflect greater trade with the booming economies of Pacific basin countries than with the traditional U.S. partners in western Europe.

"I know that some people in Europe have mixed feelings about the dynamic economic development underway in the Asia-Pacific region, and the increasing attention which the United States is giving to this region," he said in a speech here Monday night before the International Institute for Strategic Studies.

"But we should not think in terms of the Atlantic versus the Pacific, or Europe versus Asia. It is not a question of one against the other."

Rather, Nakasone portrayed the American involvement with Asia as a natural one. "The Asia-Pacific region includes the United States," and he forecast that the boom in that link will benefit all Western economies and that continuation of overall growth in the Pacific would be "impossible without cooperation and interdependence with western Europe."

Last year, for the first time, U.S. trade with Japan and the other nations around the rim of the Pacific exceeded trade with western Europe.

Coupled with concerns in Europe about a California-based Reagan administration with a greater tendency to look westward than previous U.S. governments, and worries that the United States and Japan are running away with the new technologies, the trade patterns have added to fears in Europe about the durability of economic recovery.

The Japanese prime minister, who stayed on in London after the seven-nation economic summit meeting concluded, also cautioned Europeans in his speech not to look at Asia as one might look at Europe and not as some monolithic block of economic power.

"It is not useful," he said, "to paint things in clear brush strokes of black and white." In comparison to a relatively compact and homogeneous Europe, he said, Asia is an enormous landscape of differences in political alignment, religion, culture that make it a more complex place.

Nakasone talked of his efforts to promote friendly relations with China, adding that "if China is to succeed, peace in the region and realistic and independent Chinese policies must be maintained."

American officials are particularly interested in Japan's effort to consolidate its ties with both China and South Korea because it could eventually ease the security burden for the United States in the region if Japan were able to gradually expand its defense forces and the area it can patrol without alarming its Asian neighbors.

Japan's defense budget, however, although rising, is still far below what Washington and the NATO allies in Europe believe it should be.

Nakasone, a close political ally of both President Reagan and Prime Minister Margaret Thatcher, gave the British leader a considerable boost here by proclaiming that the growing Japanese investment in Britain was a "demonstration of the fact that Japanese businessmen have strong confidence in the economic and other policies implemented by the United Kingdom government." The large Japanese car manufacturer Nissan this spring announced plans to build new factories in Britain and Nakasone said his government intends "to enhance industrial cooperation" here.

MATERIALS AND RESOURCES AVAILABLE AT THE HOUSTON CONSULATE GENERAL OF JAPAN

The following materials are available at the Houston Consulate General, First City National Bank Building. However, some are of limited quantities.

General:

The Japan of Today, 1983
Japan In Transition
Japan's Cultural HIstory
Facts and Figures of Japan
Japan: A Pocket Guide
Japan Pictorial (similar to Life magazine)
Japan Echo (A quarterly journal carrying translations of important articles by prominent Japanese critics and commentators.)

Facts About Japan - A series of pamphlets published by the Public Information Bureau, Ministry of Foreign Affairs, Japan. Titles include:

1) The National Flag and Anthem of Japan
2) Imperial Family
3) Geography of Japan
4) Government
5) The Constitution of Japan
6) Agriculture in Japan
7) Iron and Steel Industry
8) Architecture of Japan
9) Japan's Economy
10) Energy Use In Japan
11) Development and Utilization of Nuclear Energy In Japan
12) Social Security
13) Women in Society
14) Industrial Relations
15) Education in Japan
16) Religion
17) Ikebana - Japanese Art of Flower Arrangement
18) Literature
19) Kabuki
20) Bunraku
21) Noh and Kyogen
22) Transportation

Whaling:

Whale Stocks: Research & Management
The Whaling Issue: Time for Clear Thinking
Traditions of Diet: The Whale and the Japanese

Economic:

Labor Relations In Japan: Fundamental Characteristics
Japan Commerce and Industry
The Developing Countries and Japan
Japan's Economy and Japan - U.S. Trade: 100 Questions and Answers

(Economic, cont.'d)

Yearbook of U.S. - Japan Economic Relations in 1982
What's Ahead in the 1980's: U.S. - Japan Agricultural Trade

Politics:

Politics in Modern Japan: Development and Organization

Also, numerous pamphlets, brochures and maps describing several of Japan's well known cities and attractions.

* * * \

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For loan of the films listed, please contact:

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#6	JOURNEY THROUGH JAPAN	1
#7	OUR HOME IS JAPAN	2
#8	WATER AND AGRICULTURE	1
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#26	DESIGN - HUMAN LIFE AND MATERIAL THINGS	2
#27	ON THE JOB TRAINING IN JAPAN	2
#28	UNDERSTANDING JAPAN	2
#29	AN OUTDOOR EXHIBITION OF SCULPTURE	2
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#34	DECISION MAKING IN JAPAN	3
#35	JAPAN IS YOUR MARKET	2
#36	TIME FOR THOUGHT IN TSUBAME	2
#37	AIZU HOLIDAY	2
#38	THE DOOR IS OPEN	2
#39	PAST MEETS PRESENT IN MINDANI HAMLET	2
#40	THE JAPANESE ECONOMY	2
#41	BRIDGES AND BARRIERS	3
#42	FOUR WOMEN - FOUR CHOICES	2
#43	HUMAN AGE AND ROBOT IN JAPAN	1
#44	ENERGY CONSERVATION IN JAPAN	2
#45	A DEPARTMENT STORE LOOKS ABROAD	2
#46	THE MUSIC MAKER, Portrait of a small business	2
#47	NEW TECHNOLOGY IN JAPAN	1
#48	HUMAN AGE AND ROBOT IN JAPAN 1982	1

March, 1983

FILM OUTLINE:

100 MILLION VARIED CONSUMERS - 20 minutes - color

From any street corner in Japan, one can witness the happy coexistence between the deep-rooted tradition of the Orient and the modern culture of the West in the Japanese way of life. Since for over a century Japanese have been attracted by both eastern and western products, a wide variety of goods can be marketed here. However, exporters who attempt to sell their products in Japan without knowing traditional Japanese tastes and customs may run into problems. When and where possible, goods should therefore be adapted to the peculiarities of Japanese tastes. For this reason, this film should interest those wishing to export to Japan, since it attempts to show Japanese preferences in food, clothing, housing, etc. In addition to aspiring exporters, the introduction of modern Japanese life should attract general viewers as well.

STILL STAND THE TALL TREES - 20 minutes - color

A story about the tall cedars which have stood for centuries lining the road that leads to Nikko National Park. When authorities proposed to cut down some of the cedars to widen the road, the people of Nikko, who love the age-old trees which have become a part of their heritage, strongly protested. The story shows that the Japanese have a new awareness of the importance of nature and are reflecting upon their economic-oriented attitude of postwar years.

BOY AHD HIS RIVER - 20 minutes - color

It portrays the observation of a 12 year old Japanese boy assigned by his class to investigate the different forms of life in the Tama River, which is close to his home and birthplace. After his mission, he finds that nature's gifts are not inexhaustible and industrial pollution is threatening the river and the city environment. For the sake of everyone, man and river must live together and the friendship between them continue to grow.

WHERE IS THE REAL JAPAN - 23 minutes - color

Japan can no longer exist being purely Japanese. Conversely, neither can it exist being utterly foreign. Based upon a scenario written by Mark Frankland, a veteran Tokyo correspondent for the London Observer, the movie suggests that Japan will have to find harmony somewhere between these two extremes. He presents a keen insight into the lifestyle, through the behavior of the Japanese and suggests the direction Japan should follow in the future.

OUR HOME IS JAPAN - 20 minutes - color

Japan is a land of contrasts with a unique cultural heritage. On the one hand, it is highly industrialized with its multi-corporation plants and modern city life, and on the other it is made up of natural terrain of mountains and lakes. The film is on two young children living in a blend of tradition and modern Japan.

KACHO - A SECTION CHIEF - 27 minutes - color

In the Japanese management system, a kacho's (section chief) job is of great importance. Here it portrays a day in the life of Hideo Take, who, as a kacho in one of Tokyo's leading department stores, is faced with the demands and responsibilities of customers, suppliers and employees in his section. In this film, one also sees how a decision is made by a section chief through the joint effort of his staff.

FAMILY CREST OF JAPAN - 27 minutes - color

The monsho, or crest, is an important part of Japanese tradition and its origins, as well as those of individual crests, make a fascinating and colorful film.

NEW CURRENT OF INDUSTRIAL JAPAN - 2 minutes - color

An exciting study of some new technologies being developed in Japanese industries.

JAPAN'S MODERN CONSUMER - 27 minutes - color

Japanese housewives have become increasingly concerned about consumer protection. Film shows product testing and inspection systems.

THE STORY OF TWO COUNTRIES - AMERICA & JAPAN - 27 minutes - color

The relationship between Japan and the U.S. beginning with the arrival of Commodore Perry's fleet in the 1850's, is explored. A mixture of animation, still photos and movie clips illustrates the impact of the two cultures on one another.

A MOTHER'S WISH FOR HER CHILD'S FUTURE - 30 minutes - color

The film shows how Japanese mothers use kindergartens to further the healthy growth of their children. At Japanese kindergartens, skill is of no importance; mothers only hope their children's intellectual and creative potentials can be developed through various activities.

THE SEA AND THE JAPANESE - 20 minutes - color

Generations of Japanese have considered the sea indispensable to life, since a large proportion of the food consumed in Japan comes from the sea. The sea has now entered a new era of development as mankind with its modern science and technology has turned to the seas in search of more benefits.

QUIET LIFE - 27 minutes - color

Noise pollution is a major problem in Japan. Film depicts the Japanese seeking a fuller life while trying to overcome this problem.

U.S. TEACHERS IN JAPAN - 34 minutes - color

10 grade school teachers from the U.S. west coast were invited to Japan.

During their two weeks stay, they experienced daily life in Tokyo and also enjoyed sightseeing in old traditional cities such as Kyoto and Takayama. Throughout the film the viewer can feel what the teachers experienced during their stay in Japan.

JAPAN AND THE SUN - 25 minutes - color

The film focuses on life of the Japanese in rural agricultural communities and fishing villages as well as in urban areas. The daily life of scientists who are working on the development of "clean" energy is also depicted.

KOJI - A YOUNG MECHANIC - 25 minutes - color

The daily life and problems of Japanese blue-collar workers as seen in the experience of Koji, a young mechanic. Relations with senior and junior colleagues as well as with family on a return-home visit are featured.

DESIGN - HUMAN LIFE AND MATERIAL THINGS - 17 minutes - color

The film begins with traditional life in Japan, before it was ever touched by Western civilization, then turns to modern Japan where materialism and speed predominate. Japanese designers are pursuing new forms incorporating both Japanese and foreign imported cultures and will create unique designs. The movie revolves around the main theme of the relationship between human life and material things.

ON THE JOB TRAINING IN JAPAN - 20 minutes - color

The training opportunities open to an apprentice to advance to an engineer. The film also stresses technical educational systems adopted by an automobile repair shop, a long established spinning company, and one of the largest makers of electrical appliances and equipment in Japan. These trained workers provide the support for Japan's industrial activity.

UNDERSTANDING JAPAN - 27 minutes - color

Japan is unique on its own. Based on its historical background, there is a striking balance between its modern industrialization and prevailing traditional norms. According to three foreign writers, to understand and appreciate Japan, one should have a first hand experience of life there.

AN OUTDOOR EXHIBITION OF SCULPTURE - 30 minutes - color

The film shows one city's anti-pollution measures, the cooperation involved, and the excellent results. The town in question, Uble City, tackled the pollution problem at an early stage and found a solution.

LIVE ON FOREVER - OZE PARK - 20 minutes - color

This story is on a Japanese who devoted himself to a campaign to preserve Oze Park, one of Japan's most beautiful plateaus, from encrouching land development.

STORIES OF FOUR JAPANESE - 27 minutes - color

Many people in Japan still work in small industries and rely on their artistic skills for their livelihood. Film shows four Japanese in such industries.

PROSPERITY THROUGH WORLD TRADE - 27 minutes - color

The cycle of importing raw materials and processing them for export and its importance for the Japanese economy are explored.

DECISION MAKING IN JAPAN - 17 minutes - color

One of the unique characteristics of the Japanese is to think and act as a member of an organization or group. Another is that a consensus of all members of a group must be obtained before any action is taken.

JAPAN IS YOUR MARKET - 20 minutes - color

Is Japan an impenetrable market? This is the underlying question of this documentary. The film also depicts some foreign companies which have been highly successful in the Japanese market.

TIME FOR THOUGHT IN TSUBAME - 21 minutes - color

The town of Tsubame is an industrial community, where for generations the people have produced metalware and cutlery. With current world recession and fierce competition in domestic and overseas markets, the industry is in distress.

AIZU HOLIDAY - 21 minutes - color

A city bred schoolboy is awe-stricken by the natural beauty and serenity of the peaceful countryside when he visits his parents' birthplace of Aizu for the first time.

THE DOOR IS OPEN - JAPAN'S IMPORTS ON THE RISE - 20 minutes - color

The Japanese market has never been more open, and more and more imports are becoming accessible to Japanese consumers. One reason cited for this growth is the rising value of the yen.

Focusing on the environment surrounding imports, this film questions department stores, large chain stores, small and large trading companies and manufacturers on their views of imports as well as the scope of their import-related activities. Also looked at are various joint public-private import promotion activities and the extent of cooperation offered to visiting missions.

PAST MEETS PRESENT IN MINDANI HAMLET - 30 minutes - color

The traditional social structure and way of thinking that developed within the Japanese village are still underlying forces in current Japanese economic activities. This film visits an existing hamlet to study the contemporary life-style of its inhabitants. The film also pursues characteristics found within this non-industrial setting, which have been the source of modern Japanese industrial society.

THE JAPANESE ECONOMY - 25 minutes - color

The Japanese economy is in transition. A huge trade surplus, the appreciation of the yen, the existence of structurally ailing industries, and unemployment are the main problems affecting the Japanese economy now.

However, the need to overcome these problems is well recognized among Japanese at all levels - including the necessity to recover from hard times in general, to adjust more steady growth, and to uphold the spirit of international cooperation. Through interviews and on-location footage, this film depicts these economic changes as well as the impact that they had on the lives of the Japanese people.

BRIDGES AND BARRIERS - 27 minutes - color

This film is intended to deepen understanding between Japanese and Americans. It will feature observations about Japanese culture by U.S. businesspersons living in Japan as well as providing a general introduction to Japanese lifestyle, ways of thinking, human relations in the context of a family-like society, and specific human relations techniques, such as group discussions and preparatory consultations, which can facilitate smooth discussions.

FOUR WOMEN, FOUR CHOICES - 27 minutes - color

The focus of this film is on four housewives of salaried households in the suburbs of Tokyo, portraying how these Japanese individuals are living their lives by introducing their daily activities at home and their social interactions outside the home. Excerpts from interviews with each of the four women are presented.

HUMAN AGE AND ROBOT IN JAPAN - color

The use of industrial robots in manufacturing operations to increase productivity in Japan. Robots have long been put into practice to perform monotonous routine works, dangerous and hazardous work and also work that requires versatility.

ENERGY CONSERVATION IN JAPAN - 25 minutes - color

Conservation of energy, particularly petroleum, has become a world-wide task to solve. Japan is no exception, as its amount of energy imports far exceed its domestic production. To rectify this situation, the Japanese have directed their technology to developing new energy sources such as nuclear, solar, geothermal, hydraulic and tidal wave power generation.

A DEPARTMENT STORE LOOKS ABROAD - 25 minutes - color

Filmed at a leading department store which employs 13,000 people, the focus is on the giant $400 billion retail market where 1.6 million retailers compete. Shown are buyers working to find and import attractive products from other countries, with scenes illustrating how the import business is conducted.

THE MUSIC MAKER, Portrait of a small business

The film depicts a Japanese local businessman's small manufacturing operation, his management, contribution to the community in a typically Japanese locality. Yichiro Yokouchi, born a farmer in the foothills of the Japan Alps, realized that the land he and his forefathers had tilled could only support a struggling small farm. Looking at the community around him, he saw its abundance of timber and skilled woodworkers, and harnessed the two together to start a company making violins.

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#13		JAPAN AS #1 - A (in Japanese)	1
#14		JAPAN AS #1 - B (in Japanese)	1
#15		JAPAN AS #1 - C (in Japanese)	1
#16		JAPAN AS #1 - D (in Japanese)	1
#17		NBC WHITE PAPER: 'IF JAPAN CAN - WHY CAN'T WE' - PART 1	1
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#19		MAKING IT IN JAPAN, CAN IT BE DONE?	1
#20		FURTHER OPENING OF THE JAPANESE MARKET - BEHOLD, I STAND AT THE DOOR & KNOCK	1
#21	VHS	WELCOME TO THE JAPANESE MARKET	1
#22	VHS	THE KEY TO SUCESS IN THE JAPANESE MARKET	1
#23		CBS "60 MINUTES" WITH MORLEY SAFER INTERVIEW WITH SAN ANTONIO MAYOR, HENRY CISNEROS (2-26-84)	1
#24		KPRC-TV (Ch. 2) 6PM NEWS RE: INDUSTRIAL ROBOTS, INTERVIEWED SHINICHI MATSUDA AND JOHN SICH	1

TEA KETTLE MAKING (CHANOYU GAMA)

The kettle plays an important role in the tea ceremony as as object of art, in addition to the practical part it plays in the ceremony. Tetsushi Nagano makes the kettle out of iron sand, though most of the kettles are made nowadays out of pig-iron as it is easier for the processing. Nagano spent 40 years to create beauty out of the combination of material, designing and processing.

MASHIKO PORCELAIN (MINGEI TOKI)

Shoji Ramada is internationally known for his porcelain works which pushed porcelains manufactured at Mashiko into the central position in the modern Japanese ceramics. His pottery-making and a number of powerful and beautiful works are introduced along with the dynamic and touching scenes of the kiln burning and the day of the completion of the works.

BAMBOO CRAFT (CHIKUGEI)

Strong, pliable and beautiful bamboo has been the material of a number of practical and ornamental tools in Japan. The traditional bamboo works of tea ceremony tools, flower cage, frame of fans, etc. are now blossoming into a wider range of works to be used in the modern age at the hands of Shounsai Shono, a bamboo worker in Kyushu.

WOODCUT PRINTING OF UKIYOE (UKIYOE HANGA)

The Ukiyoe woodblock cutters and printers of today observe exactly the same ways as their predecessors of over a century ago, - the days of famous artists like Utamaro and Hokusai. The cutters and printers have to work out materials without the slightest aberration in picture in spite of a number of woodblocks used to complete a single picture. A number of traditional Japanese pictures of women and landscapes are introduced.

KATSURA IMPERIAL VILLA

The Katsura Imperial Villa, an outstanding example of Japanese architecture, was built by Prince Toshikito Hachijo, the younger brother of Emperor Goyozei, who ascended the throne in 1586 as the 107th. Emperor.

VIDEO CASSETTES - U-matic BUSINESS NIPPON SERIES		NUMBER OF COPIES
#10	BOATIQUE AMERICA	1
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#116	JAPANESE ATTITUDE TOWARD IMPORTS (VHS)	1
#118	JAPANESE BUSINESS AND ROBOTS (Beta Max)	1

SLIDES

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1. Japan & U.S.
2. Japanese Corporate Decision Making (English)
3. Seven Tools for Solving Quality Problems (English)
4. Silk
5. Special Briefing on Houston (Japanese version)
6. Sporting Goods Market in Japan (English)
7. Wooden Furniture & Japan (English)
8. Imported Foods in the Japanese Market (English)

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April, 1984

READING SUGGESTIONS

HISTORY

For an introduction to Japanese history, an American favorite is Edwin O. Reischauer's Japan, The Story of a Nation. A third edition was published in 1981 and is available from Alfred A. Knopf, Inc., 201 E. 50th Street, New York, N.Y., 10022. Harvard's Reischauer was a lieutenant colonel during World War II and later an American ambassador to Japan. This classic history is concise, easy-to-read, illustrated, and includes a helpful chronology, reference section, and index at the end.

Kenneth B. Pyle of the University of Washington offers The Making of Modern Japan (D.C. Heath, 1978). Even though Pyle is most concerned with the emergence of modern Japan as a world power in the twentieth century, his search for major themes begins with the feudal period of the fifteenth century. The result is an eye-opener in less than 200 pages!

Oliver Statler's Japanese Inn is really more literature than history but is such fun to read that I can't possibly omit it. First published by Random House in 1961, the book explores four centuries of Japanese history through the lives of emperors and bandits, warlords and merchants, actors and artists who frequent a famous inn along the Tokaido Road between Tokyo and Kyoto.

The June, 1984, National Geographic (Vol. 165, No. 6) contains an excellent article on Japanese history and a grand map. The article is entitled "Hagi: Where Japan's Revolution Began." To really appreciate the article, you probably should read Reischauer and/or Pyle first. The map has an excellent illustrated time line on the reverse side.

GENERAL

Edwin O. Resichauer's The Japanese is more interdisciplinary than his history. Published by Harvard University Press in 1977, this book concentrates on the social organization and values of the Japanese, the political system, and Japan's relationship with the outside world. Highly recommended.

Ezra F. Vogel's Japan as Number One was a bestseller in 1979, published by Harvard University Press. The purpose is to explain Japan as a "more smoothly functioning society and an economy that is running rings around ours." Vogel explores basic institutions including education, politics, large companies, welfare, and crime control before challenging American readers to learn from Japan.

Time published a special issue on Japan dated August 1, 1983, that is worth searching for. The entire issue investigates contemporary Japan and includes articles on geography, economy and business, culture, education, sexism, computers, video, law, etc.

Lawrence C. Wolken of Texas A & M University authored a thirty-four page booklet in 1983 entitled Japan: The Modernization of an Ancient Culture. The booklet contains a brief history. The emphasis is on economics. To order, send $2.00 to: "Public Issues, Center for Free Enterprise, Texas A&M University, College Station, TX 77843.

TEACHING ABOUT JAPAN

An indispensable source is Perspectives on Japan: A Guide for Teachers published in 1983 by the National Council for the Social Studies. The editors, John Cogan and Don Schneider, "give classroom teachers several perspectives on Japan and the Japanese, as well as ideas and resources for teaching about these perspectives." The fact that five different perspectives were written by contemporary Japanesse particularly for American teachers makes this bulletin a unique and very valuable resource. You'll also find the chapters on materials helpful. Hats off to Cogan and Schneider for putting it all together. Don't miss it. If your school library doesn't have it, order from: National Council for the Social Studies, 3501 Newark Street, N.W., Washington, D..C. 20016.

The Fall-Winter, 1980 issue of Southwestern Journal of Social Education (Journal of the Texas Council for the Social Studies, Vol. 11, No. 1) has as its theme "Teaching About Japan." Articles contain specific suggestions and lessons for teaching about Japan. Many thanks to O.L. Davis, Jr., of the University of Texas at Austin for an excellent job as guest editor. Your school library can subscribe to this journal. Subscriptions and/or extra copies of a specific issue are available by writing: Box 5861, NTSU, Denton, TX 76203. Annual subscriptions are just $6.00. Back copies, if available, are $3.00

The Asia Society published Opening Doors: Contemporary Japan in 1979. This is a resource manual for teachers written by a team of Japanese and American educators. The manual contains eight different units that sound like fun to develop. Units contain many, many short readings that may be duplicated for students. Order from: The Asia Society, 112 East 64th St., New York, N.Y. 10021.

The May, 1981, issue of Social Education (Journal of the National Council for the Social Studies, Vol. 45, No. 5) contains a special section entitled "Teaching About Japan Through Art and Modern LIterature." In addition to a variety of motivating approaches, the issue contains an article entitled "Finding Japan Through Books" with a list of 10-15 titles you should probably make sure your secondary school library owns.

OTHER

A handy source for up-to-date statistical information is the annual pocket-sized guidebook published by the Keizai Koho Center (Japan Institute for Social and Economic Affairs). This little jewel (99 pages) is packed with charts and graphs ranging from international trade figures to public and private school enrollments. It's available for $4.00 (includes air mail postage) from: Keizai koho Center, 6-1, Otemachi 1-chrome, Chiyoda-ku, Tokyo 100 Japan. Ask for Japan 1984: An International Comparison or most recent edition). This may be available at the Japanese Consultate in Houston. Keizai Koho also publishes Japan Echo, a quarterly journal, and Speaking About Japan, a monthly. Both journals offer English translations of articles and speeches written originally for Japanese audiences. You probably should request a sample copy of each when you order the Japan 1984 booklet.

LIST OF 16MM FILMS

Consulate-General of Japan
Houston, Texas

May 1, 1983

FILM NO.	TITLE	LENGTH (mins.)	IDENT. NO.	DATE OF COMPLETI
1.	Children's Songs of Japan	28	336	1960
3.	Judo (Demonstration) (B/W)	28	354-1	1963
4.	Ikebana	20	381-1	March 1961
5.	The Architecture of Japan	20	397-1	March 1962
6.	The Four Seasons of Japan	27	410-1	March 1962
7.	Folk Songs of Japan	29	409-1	March 1963
8.	Living Arts of Japan	30	407-1	March 1963 March 1980
10.	Hokkaido, Japan's Northern Frontier	15	406-1	Feb. 1963
11.	Children at Play	19	408-1	March 1963
14.	Two Weeks in Japan	30	424-1	1966
15.	Agriculture Today in Japan		426	
16.	Garden of Japan	18	435-1	Sept. 1964 June 1976
19.	Kabuki -- The Classic Theater of Japan	32	451-1	Dec. 1964 June 1976
20.	The Culinary Art of Japan	29	452-1	Dec. 1964 March 1980
21.	Origami -- The Folding Paper of Japan	16	449-1	March 1965 March 1980
24.	Noh Drama	28	480-1	Aug. 1966
28.	Modern Architecture in Japan	22	512	March 1967

31.	Bunraku (Puppet Theater in Japan)	28	508	March 1967
32.	Rice & Agricultural Development	30	541	April 1968
33.	Building for Peace & Prosperity	30	542	April 1968
35.	Flowers for the Japanese	30	573	March 1969
37.	The Language of Japan	20	593	March 1969
38.	Life from the Sea	26	594	March 1969
39.	New Tasks for Japan	23	610	March 1970
40.	Sports in Japan	23	618	March 1970 June 1976
41.	Japan -- 1970	27	619	March 1970
42.	Overseas Trainees in Japan	27	620	March 1970
43.	An Invitation to Traditional Music	25	646	March 1971
44.	Women of Modern Japan	27	647	March 1971 June 1976
45.	The Imperial Family of Japan	27	648	March 1971
46.	Industrial Technology in Japan Today	27	649	March 1970
47.	Toward a New Tomorrow -- Land Development Today	27	664	March 1972
48.	Kaguyahime -- The Princess of the Moon	18	665	March 1972
49.	Mt. Fuji -- Beauty of a Classic Symbol	25	666	March 1972
51.	Rivers & the Japanese People	27	679	March 1973
52.	The Art & Meaning of Ikebana	27	680	March 1973
53.	Four Seasons for Children	25	681	March 1973
54.	The Boy and a Crane	27	682	March 1973
55.	Children in Towns & Villages	28	707	April 1974
56.	Traditional Handicrafts in Modern Living	27	708	March 1974
57.	Welfare for the People -- Search for Harmony in Living	27	709	March 1974

58.	Mass Communications & the Japanese People	27	710	March 1974
59.	Africa in Japan	20	726	Nov. 1974
60.	Energy Problems & Japan	10	737	Nov. 1974
61.	Farmers of Fish	10	738	Dec. 1974
63.	Water for Agricultural Progress	28	748	March 1975
64.	Japan 1975	27	751	March 1975
65.	A Farming Family of Japan	10	752	March 1975
66.	Industrial Technology (Research & Development for Progress)	27	753	March 1975
67.	The Emperor and Empress	26	764	
68.	Overseas Trainees Program	11	754	March 1975
69.	Mankind & the Sea (Okinawa Ocean Fair)	20	765	Oct. 1975
70.	Imperial Tour of the United States	30	767	March 1976
71.	Personalities of Today #1 (Novelist & Pianist)	28	770	April 1976
72.	Personalities of Today #2 (Painter)	29	771	April 1976
73.	In Pursuit of Sensitivity -- The Miniature in Art & Science	26	778	March 1975
74.	Personalities of Today #3 (Architect)	26	786	Nov. 1976
75.	Personalities of Today #4 (Judoka)	26	787	Nov. 1976
76.	Personalities of Today #5 (Go Player)	28	795	1977
77.	Recreation	28	797	Feb. 1977
78.	The Natural Domain -- Birds & Animals in Japan	28	804	June 1977
79.	The Scroll of Time (A Visual History of Japan)	33	809	April 1977
80.	An Asset from the Past -- The Systematic Approach in Japan	27	807	March 1977

81.	Understanding the Japanese	35	814	Feb. 1978
82.	The Faces of Japan -- Atsushi Chiba, Mechanical Engineer	27	820	Jan. 1978
83.	The Faces of Japan -- Takahide Saita, Shipyard Foreman	28	821	Jan. 1978
84.	Human Relations in Japan	28	824	July 1978
85.	Schooldays in Japan	31	849	March 1979
86.	The Tokyo Summit	20	852	Aug. 1979
87.	Glimpses & Experiences by Jim & Nataya (Foreign Students in Japan)	28	851	March 1978
88.	A Boy and a Straw	18	859	Oct. 1979
89.	Today's Japan	28	862	
90.	Japan in the News 1978	25	843	March 1979
91.	Politics in Japan	30	856	March 1979
92.	Education in Japan	33	857	Aug. 1979
93.	Sports for Everyday Living	20	879	March 1981
94.	Japan -- An Overview	28	880	March 1981
95.	Democracy in Action -- Japan's Electoral System	25	899	Nov. 1980
96.	Beyond Confrontation -- Labor Relations in Japan	25		1981
97.	Japan and The Sea	30	913	March 1982
98.	Technology & Tradition	20	914	March 1982
99.	Energy for the Future	20	915	March 1982
100.	Ryokan: A Japanese-Style Hotel	20	425-1	1964
101.	Sojourn in Rural Japan	20	428-1	1964
102.	The Inland Sea of Japan	27	427-1	1964
103.	Kyoto & Heki-un-so	30	114	1965
107.	Judo (history of Judo)(B/W)	28	279	1966
110.	Japan -- Season by Season	23	559	March 1968
111.	Japan Newly Discovered	28	602	March 1969

112.	Festival Japan	21	603	March 1969
113.	Nature's Patterns -- Japan's Classic Beauty	20	615	March 1970
114.	Journey through Japan	26	616	March 1970
116.	Akiko -- The Life of a Japanese Girl	22	652	Jan. 1971
117.	Japan in Winter	17	655	March 1971
118.	Imperial Tour of Europe	40	662	1971
119.	A Journey to Western Japan	21	669	March 1972
121.	Spring in Japan	21	474	Aug. 1972
122.	Nara -- Ancient Capital of Japan	20	475	Feb. 1973
123.	Pollution -- Japan's Greatest Challenge	26		Dec. 1973
124.	Japanese Handmade Paper	14	699	March 1974
125.	Japanese Gardens	14	700	March 1974
126.	Destination Japan	28	701	March 1974
127.	Aquaculture in Japan	20	740	April 1974
128.	A Day for All People -- Politics in Japan	16		
129.	24 Hours in Japan	14		
130.	Growing Up Japanese	24		
131.	The Four Seasons in Japan	28	755	May 1975
132.	Bamboo	14	756	May 1975
133.	Sports in Japan	16	779	1976
134.	An Invitation to Tea	15	793	1977
135.	"Shinkansen" Super Express: Tokyo-Hakata	22	759	1977
136.	Family of Japan	33		Feb. 1978
137.	Japan in the News 1977	25	815	March 1978
138.	This Year We Went to Japan	23	818	Feb. 1978
139.	Japanese Handmade Toys	15	819	March 1979

140.	Southern Kyushu -- Land of Fire	14	835	March 1979
141.	Summertime in Japan	22	836	March 1979
142.	The Hakone Open-Air Museum	45		1979
143.	The Shimmering Inland Sea	20	55	1981
144.	Birds of Tokai, Central Japan	33	931	Jan. 1982
145.	Cultural Journey of Japan	27		

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200.	Tokyo Family Life	30		March 1983
201.	Preserving Our Environmental Heritage	21		May 1983
202.	Japanese Architecture: The Living Heritage	23		May 1983

PLEASE NOTE THAT UNLESS INDICATED, ALL FILMS ARE COLOR FILMS.